

**Studying in English at Åbo Akademi University:  
Departmental practices and student perspectives**

Hanna Lähdesluoma, 30730

Pro gradu-avhandling i engelska  
språket och litteraturen

Handledare: Tuija Virtanen-Ulfhielm  
Fakulteten för humaniora, psykologi och teologi

Åbo Akademi

2019

**ÅBO AKADEMI UNIVERSITY – THE FACULTY OF ARTS, PSYCHOLOGY  
AND THEOLOGY**

Abstract for Master's Thesis

Subject: English Language and Literature	
Author: Hanna Lähdesluoma	
Title: Studying in English at Åbo Akademi University: Departmental practices and student perspectives	
Supervisor: Tuija Virtanen-Ulfhielm	
<p>This thesis investigates the use of English in bachelor's level courses at Åbo Akademi University and students' perspectives thereof. There are three aims; (i) to investigate the current use of the English language at Åbo Akademi University, (ii) to examine students' perspectives on studying in English, and (iii) to explore students' suggestions concerning practices to be adopted at school and university.</p> <p>The material consists of the responses from two questionnaires. The first was sent to the heads of department of the university and it contained questions concerning the use of English in the bachelor's level courses. The second questionnaire was directed to the students of the university and it contained questions concerning the different contexts in which the students had needed the English language for their studies and how this had influenced their learning, in their own opinion. They were also asked whether or not they had suggestions on what, if anything, could be done to make the transition from upper secondary school to university smoother.</p> <p>The study shows that nearly all students needed to study course literature in English at some point during their bachelor's level studies, even though there was considerable variation in the requirements of the departments. The students were also expected to do assignments of various kinds in English in several departments, but these were not as common. Further, the study indicates that reading course literature in English required more time than corresponding literature in Swedish, and many students stated that they learned a little less when it was in English. The responding students gave many suggestions on how the upper secondary education could prepare its students better for future academic studies in English and also on how the university could support its students in the parts of their studies that are in English.</p> <p>Future students could be informed already beforehand about in what ways and to what extent they will be expected to study in English at the respective departments. Already at upper secondary school, students could be introduced to academic studies little by little, and at the university optional support courses could be offered in academic English. An awareness of the challenges presented by course literature in English may help the lecturers to propose useful measures of support for the students.</p>	
Key words: English language, university, studying in a foreign language, upper secondary school, learning	
Date: 25 January 2019	Number of pages: 69

## ÅBO AKADEMI – FAKULTETEN FÖR HUMANIORA, PSYKOLOGI OCH TEOLOGI

Abstrakt för avhandling pro gradu

Ämne: Engelska språket och litteraturen	
Författare: Hanna Lähdesluoma	
Arbetets titel: Att studera på engelska vid Åbo Akademi: Ämnenas praxis och studenternas perspektiv	
Handledare: Tuija Virtanen-Ulfhielm	
<p>I studien undersöks engelskans roll inom studier på kandidatnivå vid Åbo Akademi samt studenternas erfarenheter av att studera delvis på engelska. De tre syftena är (i) att utreda hur och i vilken mån kurserna går på engelska, (ii) att undersöka de studerandes uppfattning om studier på engelska när studieprogrammet i övrigt är svenskspråkigt, och (iii) att utforska studenternas förslag gällande på vilka sätt gymnasiet skulle kunna effektivisera förberedelsen för akademiska studier samt på vilka sätt universitetet skulle kunna stöda de studerande med tanke på engelska inslag i studierna.</p> <p>Materialet som analyseras utgörs av enkätsvar från två olika frågeformulär. Det ena skickades till de ämnesansvariga vid Åbo Akademi och innehöll frågor om hur engelska användes i kurserna på kandidatnivå. Det andra frågeformuläret riktades till universitetets studerande och innehöll frågor om i vilken form de hade behövt engelska för sina studier och hur de hade upplevt att dessa engelska inslag hade påverkat deras inlärning. De tillfrågades även om och i så fall på vilka sätt övergången från gymnasieutbildning till universitet skulle kunna göras smidigare då det kommer till användningen av engelska.</p> <p>Studien visar att nästan alla studerande vid Åbo Akademi förväntas ta del av kurslitteratur på engelska i något skede under sina kandidatstudier, även om variationen mellan studieämnena var mycket stor. De studerande förutsattes även göra olika typer av uppgifter på engelska i många ämnen, men sådana uppgifter förekom i lägre grad än kurslitteratur på engelska. Undersökningen indikerar även att läsning av kurslitteratur på engelska krävde mera tid av studenterna än motsvarande på svenska, och studenterna angav även att de lärde sig lite mindre av kurslitteratur på engelska. De studerande gav många förslag på vad som skulle kunna göras annorlunda både i gymnasieutbildningen och på universitetet för att främja inlärningen under de akademiska studierna.</p> <p>Framtida studerande skulle kunna informeras redan på förhand om i vilken mån de förväntas läsa eller prestera på engelska i de olika studieämnena. Akademiska inslag redan i gymnasiet skulle kunna vara ändamålsenligt, liksom att erbjuda frivilliga stödkurser i engelska på universitet. En medvetenhet om vilka svårigheter engelska inslag kan medföra kan också hjälpa föreläsare att erbjuda genomtänkta stödformer.</p>	
Nyckelord: engelska språket, universitet, studera på främmande språk, gymnasium, lärande	
Datum: 25 januari 2019	Sidoantal: 69

## Table of contents

<b>1</b>	<b>Introduction .....</b>	<b>1</b>
<b>2</b>	<b>Curriculum: targets of the Finnish general upper secondary education .....</b>	<b>2</b>
2.1	Targets in the curriculum from 2003 .....	2
2.2	Targets in the new curriculum.....	4
2.3	Discussion of the target levels .....	5
<b>3</b>	<b>From upper secondary school to higher education .....</b>	<b>5</b>
3.1	Finnish students and higher education .....	5
3.2	Swedish-speaking students.....	7
<b>4</b>	<b>The presence of English at universities .....</b>	<b>7</b>
4.1	Internationalisation as a target.....	8
4.2	English-taught programmes .....	8
4.3	Parallel-language courses .....	9
4.3.1	Incidental learning .....	10
4.4	Domain loss and diglossia .....	11
4.5	Impact on students' learning .....	13
4.5.1	Lectures in English.....	13
4.5.2	Reading in English .....	14
4.6	Lecturers' points of view.....	15
<b>5</b>	<b>Language policy at Åbo Akademi University.....</b>	<b>16</b>
<b>6</b>	<b>Research questions .....</b>	<b>18</b>
<b>7</b>	<b>Hypotheses.....</b>	<b>19</b>
<b>8</b>	<b>Materials and Methods .....</b>	<b>20</b>
8.1	Department questionnaire .....	20
8.2	Student questionnaire .....	21
<b>9</b>	<b>Results.....</b>	<b>22</b>
9.1	Department Questionnaire.....	22
9.1.1	Course literature in English.....	23
9.1.2	Lectures in English.....	24
9.1.3	Production in English.....	25
9.1.4	Collaboration in English .....	25
9.2	Student Questionnaire.....	25
9.2.1	The presence of English in the studies .....	26
9.2.2	The students' impressions of how they were coping .....	27
<b>10</b>	<b>Discussion .....</b>	<b>32</b>
10.1	Research question 1.....	32
10.2	Research question 2.....	33
10.3	Research question 3.....	35
10.3.1	The preparation of the upper secondary education .....	35
10.3.2	The support of the university .....	38
<b>11</b>	<b>Conclusion .....</b>	<b>40</b>
	<b>Swedish summary .....</b>	<b>43</b>

<b>References .....</b>	<b>46</b>
<b>Appendix 1: Department questionnaire .....</b>	<b>52</b>
<b>Appendix 2: Student questionnaire .....</b>	<b>53</b>
<b>Appendix 3: Comments on questions 5 a), 6 a) and 7 in the student questionnaire</b>	<b>56</b>
<b>Appendix 4: Comments on question 9 in the student questionnaire .....</b>	<b>59</b>
<b>Appendix 5: Comments on questions 10 a) and b) in the student questionnaire ....</b>	<b>61</b>
<b>Appendix 6: Comments on questions 11 a) and b) in the student questionnaire ....</b>	<b>66</b>

## 1 Introduction

The English language is a true lingua franca in many fields internationally, and its role seems to keep increasing. Research is one field where it is useful if most people publish their findings in the same language, as that means people around the world can learn from each other and can continue where someone else's study ended. Today, English is one of the most important languages of research, and as research is crucial to universities, the use of the English language is increasing there, too (for a discussion of Nordic perspectives, see Gregersen 2014; for a European perspective, see Wächter & Friedhelm 2014). The Finnish universities are no exception. For instance, the majority of the doctoral dissertations are written in English (Godenhjelm et al. 2014) and many students are expected to study course literature or attend lectures in English. However, information concerning the extent to which course literature or lectures are in English is not readily accessible as most universities do not keep a record of how the English language is used in their courses. The first aim of this study is therefore to explore the current use of the English language at one Finnish university, Åbo Akademi University, which is the Swedish-language university of Finland. More particularly, the study investigates the extent to which students need a mastery of the English language when they do not study English language and literature as an academic subject.

Since the great majority of the Finnish students are not native-speakers of English, changing the reading or teaching language into English can be expected to have some kind of influence on the outcome of the studies. Yet, the decision to change the language appears to be made without taking into account the research that has been conducted on the effects on learning, of non-native speakers studying in English (see e.g. Airey & Linder 2007; Hellekjær & Westergaard 2003; Pecorari et al. 2011 on the impact on learning of studying in English). The second aim of this study is to examine studying in English from students' perspectives. Since most students at Finnish universities have acquired their knowledge of English at school and from their pastime, the second question that this study seeks to answer is how students are coping with the expectations at the university. Through a questionnaire students are invited to give their views on how the presence of English influences their learning, how the university supports students who might need help to cope with the English-language parts of their studies, and what preparation the upper secondary education provided them. The third aim of this study is

to explore students' suggestions concerning practices to be adopted at school and university.

The theoretical part of the study starts by examining what the curriculum of the Finnish general upper secondary education states concerning preparation for tertiary studies (chapter 2). Chapter 3 explores what completers of the matriculation examination do after they have graduated. Chapter 4 investigates the presence of English at universities, defines English-taught programmes and parallel-language courses and discusses why they are provided. Further, this chapter examines reasons to criticise the presence of English, the impact that reading or listening in English has been shown to have on students' learning, and some issues from the lecturers' points of view. The language policy documents at Åbo Akademi University are studied in chapter 5. Chapters 6-8 introduce the research questions, hypotheses as well as methods and materials of the study. The results from the questionnaires are presented in chapter 9, which is followed by a discussion and a conclusion.

## **2 Curriculum: targets of the Finnish general upper secondary education**

This chapter describes some of the targets that the curriculum of the Finnish general upper secondary education set in 2003. The targets of the most recent curriculum are also examined, followed by a discussion of the language target levels in relation to the levels required to cope with university studies in English.

### **2.1 Targets in the curriculum from 2003**

One of the tasks of the Finnish general upper secondary education is to prepare the students for further studies. This is stated in the law of Finland, in the *Act on general upper secondary education* (Gymnasielagen 1998/629 § 2) and it is also treated in the national core curriculum. The current national core curriculum for Finnish upper secondary schools dates back to 2015 and as it has been implemented gradually. The school year of 2018-2019 is the first year when all the students, from the first year to the

third year, study according to the new curriculum <sup>1</sup>. Since the students contacted for this thesis completed their upper secondary education in 2017 or a few years before that, the curriculum at the time was still the one from 2003, and therefore that is the one that will be investigated first in this chapter. The national core curriculum is extensive and deals with the overall targets of education as well as the general targets of each subject, and for this thesis the most relevant parts are where it treats foreign languages and also higher studies.

When treating general targets of the education, the curriculum of 2003 states the following:

The role of general upper secondary education is to provide extensive all-round learning. It must provide sufficient capabilities for further study based on the general upper secondary school syllabus.

(Finnish National Board of Education 2003: 12)

It can thus be said that the curriculum expects the upper secondary schools to prepare the students "sufficiently" for studies at universities and universities of applied sciences. Furthermore, in the chapter for foreign languages, the curriculum states that the target level of the upper secondary English studies is B2.1, according to the Common European Framework of Reference (henceforth CEFR)(see Council of Europe 2001). This means, for instance, in terms of reading comprehension, that a student who has reached the target level of upper secondary education should be capable of reading the following:

...a few pages of text independently (newspaper articles, short stories, popular fiction and non-fiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or vocational subjects and contain facts, attitudes and opinions.

(Finnish National Board of Education 2012: 40)

As for listening comprehension skills, a person who has reached the B2.1 level should among other things be able to do the following:

Can understand the main points of an input, the speaker's intention,

---

<sup>1</sup> At the time of writing, the Ministry of Education and Culture announced that they are working on a new general upper secondary education law, which will require a new curriculum. The new law and curriculum will be implemented in August 2021.



attitudes, level of formality and style. Can follow extended speech and complex lines of argument provided that the direction of the speaking is indicated by explicit markers (connectors, rhythm). Can summarise or express key points and important details of what he/she has heard.

(ibid.)

Regarding writing skills, the B2.1 level is described as follows *inter alia*:

Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries). Can express information and views effectively in writing and comment on those of others. Can combine or summarise information from different sources in his/her own texts. Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text.

(ibid.)

And finally, concerning speaking skills, some of the points mentioned are the following:

Can give clear, accurate descriptions of a variety of topics within his/ her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. [---] Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation.

(ibid.)

## 2.2 Targets in the new curriculum

Even if the curriculum of 2015 had not yet come into force when the students of this study completed their upper secondary education, it can be worthwhile to discuss briefly what it says about the preparation the students should get for future studies. It does mention higher studies and that upper secondary school should give the students the proper skills for them to be able to continue studying at universities, universities of applied sciences or receiving a vocational training, based on the curriculum of the upper secondary education (Utbildningsstyrelsen 2015: 12). The new curriculum also mentions, when dealing with foreign languages, that the target of the studies is that the students get the courage to use their language skills creatively for studies, work and during their free time

(ibid.: 111). The same CEFR level (B2.1) as in the previous curriculum is targeted for all competences (listening, speaking, writing and reading).

### **2.3 Discussion of the target levels**

Based on the descriptions of the B2.1 level above, it is not evident whether or not this level is enough to cope with academic studies in English. If Finnish students choose to study abroad, at a university in the UK, in the USA, or in another English-speaking country, they will need to show that they have a sufficient level of English. The required level varies quite a lot depending on which university it is and sometimes on what subject the student intends to study. Usually a test type called the International English Language Testing System (IELTS) is used, and the results are reported as band scores on a scale from 1 to 9, where 9 is the best. The minimum level of English required by the British and American universities varies, as mentioned earlier, but it averages somewhere around band score 6. The band scores cannot be translated directly into CEFR levels, but the B2 level, which is the target level of Finnish upper secondary English, corresponds approximately to bands 5.5 to 6.5 (IELTS 2017). In other words, it seems that if Finnish students achieve the target level of their upper secondary English studies, their level is generally considered sufficient to study at an average American or British university. In that case, it is reasonable that that level should be enough for Finnish students to be able to cope with parts of their studies being in English at a Finnish university. Of course it is possible, and even likely, that many students' level of English is higher than B2.1, but on the other hand it is also likely that not all students achieve the target level.

## **3 From upper secondary school to higher education**

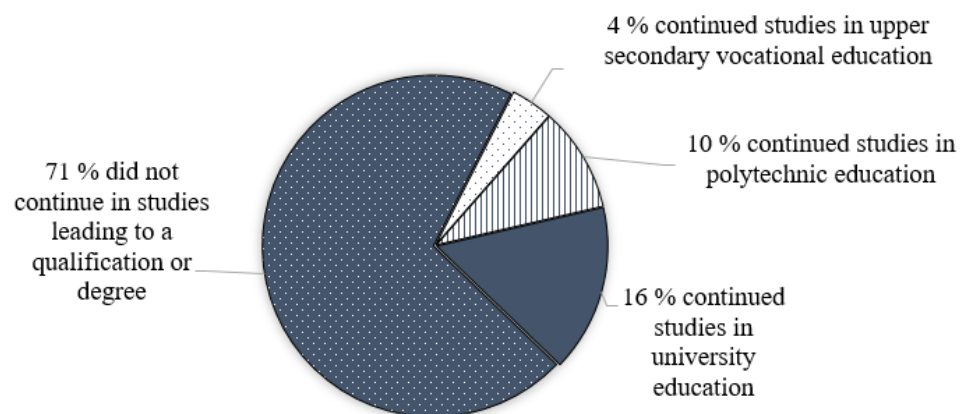
This chapter describes what completers of the Finnish matriculation examination do after their upper secondary education. Swedish-speaking students are dealt with in some detail in section 3.2.

### **3.1 Finnish students and higher education**

As clarified in the previous chapter, one of the targets of the Finnish upper secondary

education is to prepare its students for higher studies. However, not all completers of the matriculation examination continue to higher studies. On the webpage providing Statistics of Finland there is some information about what completers of the Finnish matriculation examination did after their upper secondary education in 2016, which is the most recent study at the time of writing. As can be seen in figure 1, around 30 % of the completers continued their studies somewhere immediately. Of all completers of the matriculation examination, 16 % started a university education, 10 % a polytechnic education and 4 % started an upper secondary vocational education.

**Figure 1. Studies following Matriculation Examination in 2016 (N=27,029)**



(Official Statistics of Finland 2016)

As many as 71 % did not continue any studies leading to a degree or qualification immediately. This is arguably an alarming number, and it would be interesting to see statistics on what these students did and maybe why they did not continue their studies right away. Possible explanations might be the following: many young men (and some women) enter the compulsory military or civilian service at that age, and some might feel the need of doing something different after many years of studies, maybe work and earn some money to finance their studies or travel and gain new experiences and learn languages. Some probably did something like this out of their own choice, but as the statistics also reveal that 75 % applied for further studies (ibid.), it seems that a considerable percentage was forced into a gap year as they were not admitted to their chosen study programme.

As for the popularity of the Finnish universities, the most recent statistics on how many new students each university received is from 2013 (N = 26,326). That year, the

university which clearly enrolled the largest number of students was the University of Helsinki (almost 20 % of all new university students). The university with the second largest number was the University of Turku (11.2 %) and the third largest number of students was received by the University of Eastern Finland (10.8 %). The target university of the present study is Åbo Akademi University, which received the eighth largest number of students (4.5 %) in 2013 (Finlands officiella statistik 2013).

### **3.2 Swedish-speaking students**

The behaviour of the Swedish-speaking young students is slightly different from that of the majority. The most recent study focusing what Swedish-speaking students do after their upper secondary education is from 2017. It examines where those who passed the matriculation examination between 2005 and 2014 continued their studies (Vento 2017). It shows that in 2014 (N=3,655), the majority, almost one third, went to Åbo Akademi University, whereas Novia University of Applied Sciences was the second most popular with almost 23 % of the Swedish-speaking students. Then there was Arcada University of Applied Sciences at 13 %, the Hanken School of Economics at around 11 % and the University of Helsinki at 10.5 % of the Swedish-speaking students. Aalto University received almost 4 %, and the remaining students placed themselves in different universities and schools so that no more than 1 % went to each place (ibid. 2017). Nevertheless, Åbo Akademi University is clearly the most popular university among Swedish-speakers.

## **4 The presence of English at universities**

This chapter examines why and how the English language is used at universities where it is not the main language of the majority of the students or of the university itself. English-taught programmes and parallel-language courses are discussed, as well as claims of incidental learning, domain loss and diglossia as possible consequences of using the English language at universities. The last sections explore research on what impact the use of English has been shown to have on non-native students' learning, and also a few aspects relating to lecturers who are teaching in English.

#### **4.1 Internationalisation as a target**

Internationalisation is a traditional aim for universities, and in Europe, the Bologna declaration on harmonisation of European education made it even more conspicuous. Students and teachers can study and work in other European countries and the freedom of movement removes many obstacles from long or short stays in another European country. Internationalisation is also a key word for higher education according to the Finnish Ministry of Education, and their latest published strategy with guidelines for promoting the internationalisation of Finnish higher education and research is for 2017-2025 (Finnish Ministry of Education 2017). The plan is, for instance, to raise the international attractiveness of Finnish universities through innovation and cutting-edge research, to make Finland better at welcoming foreign students, qualified workforce and returning Finns who have lived abroad, and to get better at exporting Finnish know-how. Languages are crucial for internationalisation and yet the only mention of language in the strategy is where it is proclaimed that Finland is to become open and international, and a rich country in terms of languages and culture (ibid 2017: 5).

#### **4.2 English-taught programmes**

It is hardly reasonable to expect all people coming to Finland for a limited time to learn Finnish or Swedish well enough to cope with studies or work in one of the local languages, but it should be possible for them to do so in English. This is one reason why universities offer study programmes in English. Right after the Netherlands, Denmark and Sweden, Finland is among the leaders in European higher education in providing programmes taught in English, according to an investigation from 2014 (Wächter & Maiworm 2014: 46). Both universities and universities of applied sciences were invited to be part of the study, and the term used to imply both of them is henceforth *institutions*. Most of these English-taught programmes, 80 %, are offered at the master's level. In the same study, the institutions were asked about the reasons to offering English-taught programmes. For the responding Nordic institutions, the two most important aims were “[r]emoval of language obstacles for the enrolment of foreign students” and “[i]mprovement of international competences of domestic students” (Wächter & Maiworm 2014: 56-57. See also Pecorari et al. 2011: 314). Another important motivation for the Nordic institutions was attracting talented students, such as PhD students and

others, to enrich the institutions and eventually the work force of the host country (Wächter & Maiworm 2014: 56-57). Still another motivation, stated by half of the Nordic institutions roughly, was that of “[s]harpening the international profile of the institution”, both in order to compete with other institutions in their own country and in order to open up possibilities for collaboration with institutions in other countries (ibid.). Some European institutions referred to charitable reasons, aiming to provide Third World students a chance of getting a high level education, and others replied that they tried to balance out too small a number of domestic students in some disciplines with foreign students, or to improve the financial situation of the institution with the help of fees paid by international students. However, these reasons were not very common among the Nordic respondents (ibid.). Another Nordic study from 2003 had slightly different questions in its questionnaire, but also found that the most important reason to set up English-taught programmes was that of recruiting international students (Hellekjær & Westergaard 2003: 70). Quite a few institutions also replied that the reasons behind the English-taught programmes were the course being part of an international exchange programme, and/or their wish to ”promote intercultural communication” or ”cooperate with developing countries” (ibid.). Yet another possible reason to introduce programmes in English can be the fact that such programmes have a “perceived prestige value” (Pecorari et al. 2011: 314).

### **4.3 Parallel-language courses**

English-taught programmes aside, many study programmes in Finland include parts in English that the students are expected to cope with even if the programme is presented as a Swedish or Finnish-speaking one. For instance, as in many other countries, it is very common in Finland for university lectures to take place in the local language while some or all study materials are in English. In a Swedish study from 2011, as many as 58 % of the responding students (N=1,033) had an English textbook in the course in which the questionnaire had been administered (Pecorari et al. 2011: 319). This is sometimes referred to as *parallel-language use*, a practice which is encouraged by the Nordic Council of Ministers and defined by them as “the concurrent use of several languages within one or more areas. None of the languages abolishes or replaces the other; they are used in parallel” (Nordic Council of Ministers 2007: 93). In their latest publication they explain that parallel language use “means that two or more languages are used for the

same purpose in a particular context or within a particular sector of society” (Nordic Council of Ministers 2018: 14). The term can thus also denote, for instance, a course which is offered simultaneously in two languages (for a detailed background of the term, see Mežek 2013). There are many reasons for this practice, and in countries such as Finland whose national languages are spoken by a rather small group of people globally, one of the most important reasons is that the market for tertiary textbooks in the local languages, or even translations of existing English materials, is too small for it to be profitable to produce them (Haarmann & Holman 2001: 237; Pecorari et al. 2011: 314; Mežek 2013: 2). In contrast, the market for textbooks in English is very large, so producing textbooks that readers consider well-written, accurate, up-to-date and visually pleasing can be very profitable (Pecorari et al. 2011: 315). In addition, the English textbooks often come with all sorts of extra materials for the teachers, making it even harder for producers of tertiary resources in small local languages to compete (ibid.). However, the usage of English textbooks varies between subjects and the levels of studies. A Swedish study at Uppsala University found that the faculties which were the least likely to assign course literature in English were those of theology and law, whereas the faculties making the most use of textbooks in English were those of science and technology, and medicine and pharmacology (Gunnarsson & Öhman 1997). Mežek (2013: 13) explained this well:

Swedish textbooks are used more frequently for subjects which have a more national character, are more closely connected to the community, or are more culture-specific, such as teacher education and some subjects within the humanities, while subjects with an international character, for example those within the natural sciences, tend to make greater use of textbooks in English.

Gunnarsson and Öhman (1997) also found that English was used more and more the further the studies progressed, making the use of English the most common at the postgraduate level and within research and the least common at the undergraduate level.

#### **4.3.1 Incidental learning**

Another reason for English textbooks to be used is related to incidental language learning. Many teachers hope that if the students are exposed to literature in English, they will learn subject-specific terminology incidentally, which will be useful for them both

academically and professionally (Pecorari et al. 2011: 315). Incidental learning of vocabulary can take place through extensive reading, under certain conditions. One condition is that the reader needs to have a sufficient level of the language in question, which is rather paradoxical, or as Koda (2005: 59) expressed it: "To understand written texts, learners must have adequate vocabulary, but to build adequate vocabulary, they must have sufficient reading ability to use context as a clue to new words.". Hu and Nation (2000) found that in order for readers to understand a fictional text, they need to understand at least 98 % of the words in it. Schmitt et al. (2011) argued that the "sufficient" level varies depending on the task at hand, but they, too, concluded that for their test subjects to score 60 % or better in the comprehension tests, they needed to understand at least 98 % of the vocabulary in the studied texts. Nevertheless, not even the students who understood 100 % of the vocabulary scored 100 % in the comprehension test, so the teacher has an important role in helping the students to make sense of what they are reading. All in all, it thus seems reasonable to expect the students to learn terminology in English incidentally, but only if they have a very good understanding of the text.

#### **4.4 Domain loss and diglossia**

Two terms that are related to some concerns regarding the use of English at the universities are those of *domain loss* and *diglossia*. Georg Schmidt-Rohr was the first linguist to describe how sometimes different languages are used for different purposes in a bilingual society. For instance, the language used at home or on the street might not be the same language which is used in the church or by the press (Schmidt-Rohr 1933, cited in Haberland 2005: 228-230). Fishman (1972) started calling these situations *domains* while analysing language choice in multilingual societies, but the term *domain loss* seems to be a Nordic coinage (Hultgren 2016). The term has been criticised (see e.g. Haberland 2005; Hultgren 2016); yet it has occurred many times in the Nordic debate of the presence of English in society. Laurén et al. (2002: 25) give the following definition of the term: "loss of ability to communicate in a language on all levels of an LSP [language for specific purposes] field because of deficient further development of the necessary LSP resources." In practice, domain loss in an academic setting might, for instance, imply that a particular field of study cannot be discussed in Swedish or Finnish because the research has taken place in English and the necessary terminology has not been invented in the



national languages or translated into them. Moreover, some other concerns expressed, for instance, in the Swedish draft action programme *Mål i mun: Förslag till handlingsprogram för svenska språket* / *Speech: Draft action programme for the Swedish language*, developed by the parliamentary Committee on the Swedish Language between 2000 and 2002 (henceforth, CSL 2002), are that if more and more situations are taking place in English in the Swedish society, then (i) many will not achieve as good results in their studies or at work as they would have in their mother tongue; (ii) the attitude might change in a direction where people consider the Swedish language inferior and less complete than the English language; and (iii) if some scientific areas are studied only in English, it will be more difficult to popularize new findings, as the Swedish terminology will not be developing as it should. It might not even be possible to discuss some fields of study in Swedish (CSL 2002). A split like this would affect both the language itself and the speakers, causing "a deepening division between the well-educated privileged group of people and the less educated" (Taavitsainen & Pahta 2003: 8).

Diglossia and eventually a complete replacement of languages will at least theoretically be potential outcomes if, for instance, domain loss to English occurs in several fields in Finland. Diglossia, a term coined by Ferguson (1959), implies that a society has two or more languages and that there is a specialization of function, so that one of the languages is considered a high-language and the other a low-language. In some situations only the high-language is appropriate (e.g. politics, religious sermons, work life) whereas only the low-language is appropriate in others (e.g. when speaking with children or with friends; Ferguson 1959). Airey et al. (2017) note that domain loss and diglossia have been discussed in the Nordic countries since the end of the 1980s. Gunnarsson (2001), for instance, expressed fear that the development of language use at the tertiary level was going in a direction which might end in diglossia, where English would be the high-language used for academic matters and the local languages would be used for other things such as social interaction and administration. At the beginning domain loss and diglossia were matters primarily discussed by linguists but later it reached the political level. In Finland there is a need to balance three languages: the two national languages Finnish and Swedish as well as English, and there is an awareness of language issues. The English language is a necessity, encouraged especially in the academic field, but it is generally agreed that at least the Finnish language (as not all find the Swedish language a valuable asset in the country) needs to be actively encouraged for

it to keep developing as new scientific findings are made (see the discussion of the situation in Finland in 2003, in Taavitsainen & Pahta 2003).

## **4.5 Impact on students' learning**

As discussed above, there are several reasons to introduce, or not, English-taught programmes, and to use, or not, textbooks in English. However, it should be essential to consider what studies show about the impact that these language choices have on learning. Therefore, the following sections will review some of the available research on how content learning is affected by students attending lectures or reading in a foreign language, such as English.

### **4.5.1 Lectures in English**

There is not a very large body of research on how changing the teaching language or the language of the textbooks into English changes the content learning outcome at the tertiary level. Whereas early immersion (starting from kindergarten, Swain & Lapkin 1982: 49) has been shown to be very successful for the teaching of both language and content (e.g. Lambert & Tucker 1972; Swain & Lapkin 1982; Bergroth 2006), the few studies that have been conducted on late immersion (starting from grade 6 or later, Swain & Lapkin 1982: 49) have indicated that this does not seem to be working as well.

The most extensive study on late immersion so far was conducted with high school students in Hong Kong over a period of three years. It showed that the students' achievement in non-language subjects was considerably lower in the immersion group who had received their high school teaching in English than in the non-immersion group who had been taught in Chinese (Marsh et al. 2000). There were small positive effects on language learning, both English and Chinese, in the immersion group, but in comparison to the negative effects on content learning, the positive effects on language learning were small (*ibid.*). The situation is, however, different in a tertiary setting: the students have studied English for a longer period of time and they have more academic experience, but on the other hand, the content is more demanding and abstract, requiring even higher levels of mastery of English. One extensive study situated at the tertiary level in the Netherlands is Klaassen (2001), and its findings are partly in line with Marsh et al. (2000). Klaassen found that changing the teaching language into English had a negative impact on content learning. However, she also found that after one year, there were no

considerable differences between the groups that had been taught in English and Dutch, respectively. Another small study, conducted with undergraduate students of physics in Sweden, showed that even though all 22 students claimed that it did not matter if the lecture was given in English or Swedish, there were differences in their behaviour (Airey & Linder 2007). When the lecture was given in English, the students asked and answered fewer questions, and they also reported having some problems listening to the lecture and taking notes at the same time. Therefore they employed different strategies to make up for this, such as asking their questions when the lecture was over, not taking notes in class anymore and just focusing on listening, studying the chapter beforehand which would be treated in class or using the lectures only for mechanical note-taking and then trying to understand their notes later (*ibid.*). Even though this study did not investigate the actual learning outcome, it shows that the English-language lectures required that the students change their study techniques to some extent.

#### **4.5.2. Reading in English**

The effects of using course literature in English have been studied in different ways in a number of studies. As a matter of fact, all of them indicate that it is not irrelevant in what language students are reading. Söderlundh (2004) compared Swedish students' levels of comprehension when reading texts in English and Swedish. She found that even though the test group who had read their texts in English seemed to understand them well, the understanding of the test group who had read their texts in Swedish was deeper and they achieved significantly better results. A Norwegian study reported that many tertiary-level students, at least one third of the respondents (N=578) experienced difficulties in reading in English at the university level, the main cause being the presence of unfamiliar words exacerbated by a counterproductive tendency to focus on details and looking up words (Hellekjær 2005). Hellekjær also pointed out the aspect that reading in English required more time from the students, which is an expected finding in some other surveys, too. Karlgren & Preben (2003) found that assessing relevance took longer and was less accurate in English (foreign language for the participants) than in Swedish (mother tongue of the participants). A questionnaire asking over 1,000 Swedish students about their attitudes and reading habits concerning textbooks written in English found that such textbooks were generally not appreciated by the students because they demanded more time and effort than textbooks in Swedish (Pecorari et al. 2011). However, the

respondents did not agree on whether or not their learning outcome suffered because of the English textbooks, and whether or not they brought benefits that outweighed the costs. Shaw & McMillion (2008) conducted a survey where they compared the reading comprehension test results of a group of Swedish first-year biology students with those of two groups of corresponding British students. They found that in order to achieve an almost similar understanding as the British students, the Swedish students needed more time, but if they did put in the extra effort, there were no considerable differences in the test results. This is also one of Mežek's (2013) findings, as she, too, compared reading comprehension by Swedish and British biology students. Mežek found that the Swedish students could reach a near-native comprehension of content and detail when given enough time to read. However, even if they had more time to read, the Swedish students did not learn as much terminology from their readings as the British students did.

#### **4.6 Lecturers' points of view**

A number of studies have investigated the use of English as the language of instruction from the lecturers' points of view. Several of them state that lecturers who are non-native speakers of English may need support, as simply translating lectures into English does not always produce equivalent versions of the original lectures, for instance, in terms of accuracy and complexity. Hellekjær & Westergaard (2003: 79) call for raising awareness among university teachers and particularly administrators for them to realise that when the teaching language changes, other changes need to be made, too. Students may need different kinds of support, for instance to deal with the content or terminology presented in a foreign language, and lecturers may need support in order to understand how they need to change their teaching as the teaching language changes (see e.g. Räsänen 2000; Lehtonen et al. 2003; Ingvarsdóttir & Arnbjörnsdóttir 2010; Tzoannopoulou 2017). Overall, Hellekjær & Westergaard claim that "the focus needs to shift from teaching in a foreign language (...) to integrating content and language learning" (Hellekjær & Westergaard 2003: 79). This is an idea shared by Tella et al. (1999), who in their concluding recommendations of their study of English-taught programmes at the tertiary level in Finland state the following: "At the moment, the language component is underrated and many programme providers have only vague, if any, ideas of the potential of a programme that balances content and language through deliberate focus" (Tella et al. 1999: 65).

## **5 Language policy at Åbo Akademi University**

The concerns of this chapter is with the current language strategy and internationalisation plan used at Åbo Akademi University.

At Åbo Akademi University there are plans and strategies that indicate the direction in which the university intends to develop. Language is an important topic, maybe even more so for Åbo Akademi University than for many others, as it is the only university in Finland which is officially Swedish-speaking, and together with the University of Helsinki and a few others, it actually has a legislated duty to make sure there is a sufficient number of Swedish-speaking experts in the country (Universities Act 558/2009 §11-12). According to the language strategy of Åbo Akademi University, introduced in 2016, it has the responsibility to present research written in Swedish and thereby promote the use of Swedish as a scientific language also in the future (Språkprogram 2016). In the language strategy, the role of the Swedish language is emphasised and it is noted that the main target group for Åbo Akademi University is students who will later work in Swedish and bilingual environments in Finland. It is also stated that it is important that the students are offered the chance to strengthen their knowledge of the native languages of Finland. Further, the language strategy refers to the Universities Act, which requires that the language of instruction and degrees should be Swedish at Åbo Akademi University as a basic rule. However, the language strategy also notes that the university may allow for the use of other languages to be accepted, too (which is also stated in the Universities Act 558/2009 §11). It can be argued that this wording leaves space for various interpretations of what an acceptable proportion of courses and degrees in English would be.

Another important aim for Åbo Akademi University is internationalisation, and collaboration with universities in other Nordic countries is a natural step, as this can be done also in Swedish. However, as the university wishes to be international also beyond the Nordic countries, there is a need to use the English language, too. There is an internationalisation strategy for 2017-2020 and there the faculties are required to consider their offer of courses taught in English, especially the bachelor's level ones, and to improve their information of what is on offer. These courses are intended for both Finnish and international students. The aim is for all departments to offer 15 study points taught in English on the bachelor's level and 15 on the master's level, on a yearly basis. Examination can be in English or in Swedish (if the examiner knows Swedish) or in

Norwegian or Danish (*Handlingsplan för Åbo Akademi Internationalisering 2017-2020*).

Strategies and policies reflect in what direction decision-makers want the university to go, but they do not necessarily reflect the reality in practice. However, finding information about the presence of English is not an easy task due to the lack of a systematic follow-up on language use in practice, for instance regarding teaching, course literature and publications at universities (Haarmann & Holman 2001; Godenhjelm et al. 2014: 415). Nevertheless, in their study from 2014, Godenhjelm et al. were able to deduce that an average of 73 % of the doctoral dissertations at Åbo Akademi University published between 1999-2011, were written in English. Calling it an increase would not be correct, as according to Ylönen's study (2012, cited in Godenhjelm et al. 2014: 367-368) an average of 70 % of the doctoral theses in Finland every year have been written in English for the last 40 years. As for the language of instruction at Finnish universities, Godenhjelm et al. found that generally, the number of study points offered in English and the number of study points in English achieved by the students, have increased considerably between the years 1996-2009 (Godenhjelm et al. 2014: 370). However, when compared to two other Finnish universities in the same study, the numbers of Åbo Akademi University have increased more slowly, and at some faculties the trend is even going in the opposite direction, so that the number of study points offered in English is going down in favour of study points offered in Swedish (ibid.: 392-393). These statistics do not go further than to 2009, so it is not known what the numbers would be today. It would also be important to find out to what extent courses and study points that are not officially in English have one or several lectures in English. To the best of my knowledge, there are no such statistics, but this study will shed some light on the issue.

To sum up, it is evident that Åbo Akademi University wants to keep the Swedish language the most important language as this constitutes the *raison d'être* for the university, while still developing the use of the English language in studies and research. Promoting both languages at the same time can seem contradictory and not very easy, but it is a balance that many universities in other than English-speaking countries are trying to strike. An important aim for the present study is to find indications of what the language use at Åbo Akademi University is like in practice for students at the bachelor's level.

## 6 Research questions

As described in chapters 4 and 5, the role of the English language is getting more important in the world and at Åbo Akademi University, the University Board has expressed the intention of both offering opportunities to study in English and keeping the Swedish language strong. This can be interpreted and applied in different ways, and it is not necessarily clear when someone is applying to a specific study programme to what extent they will need the English language to complete their studies. Therefore, the first issue that this study examines is what practices have been adopted at Åbo Akademi University. The first research question is:

1. To what extent do bachelor's level students of various subjects at Åbo Akademi University need the English language for their studies?

As research has shown that the learning outcome, or at least the learning process, is affected when the language of the lecture or of the course literature is changed from the mother tongue to English (see chapter 4), the next question has to do with how the students at Åbo Akademi University view the impact this language change has on their learning. The second research question is:

2. How does the use of English influence the learning experience and outcome of the students, in their own opinion?

As seen in chapter 2, one of the aims of the upper secondary education is to prepare its students for tertiary studies. The third research question calls for a discussion of what could be done differently at the upper secondary level and also at the tertiary level, in order to help students cope with their university studies in English, if necessary. The third research question is:

3. If it turns out that the students report a gap between the actual level of English of fresh university students and the level that they are expected to have reached in order to cope with their studies, what, if anything, can be done to make the transition from upper secondary school to university smoother?

While it would be worthwhile investigating the language situation also at other universities and universities of applied sciences in Finland, this study is limited to a particular university, Åbo Akademi University. That is so because the focus is on a Swedish-speaking context and this Swedish-language university of Finland is the most popular choice among Swedish speakers in this country. Further, bachelor's level studies were chosen for analysis for the following reasons. Students may be expected to need support in academic English especially at the beginning of their studies. The longer the students attend university, the more experience they will have of their studies both in terms of language and content. Also, as the upper secondary education endeavours to prepare its students for higher education, the work they do may be expected to matter less the more time the students spend at university. Another decision which had to be made was whether or not to measure the level of English of the students. Determining what a sufficient level of English would be and also creating a reliable and valid test lie beyond the scope of the present study. Self-assessment was thus opted for, even though it is not always a reliable source (see e.g. Söderlundh 2004; Airey & Linder 2007). Asking students about their own impressions of how they are coping with their studies as concerns the elements of English included in them, is concomitant with the methodology adopted for the study; including such questions in the survey will provide an important perspective on the topic.

## **7 Hypotheses**

The first research question, “to what extent do bachelor's level students of various subjects at Åbo Akademi University need the English language for their studies?”, is motivated by two hypotheses. The first hypothesis is that at the bachelor's level, the lectures and tasks take place in Swedish while the course literature includes texts in English. This expectation is based on the language strategy of Åbo Akademi University (see chapter 5 above), which clearly states that the Swedish language is fundamental for the university. The second hypothesis is that course literature in English is necessary in occasional courses in a small number of departments as corresponding literature in Swedish is not available (see section 4.2 above). Course literature in Swedish is, however,



more likely to exist for basic-level studies as these tend to deal with general knowledge, rather than for the more specialised courses that students will take later on.

The second research question; “How does the use of English influence the learning experience and outcome of the students, in their own opinion?” is based on the hypothesis that studying course literature in English, rather than Swedish, will require more time (see Karlgren & Preben 2003; Söderlundh 2004; Hellekjær 2005; Shaw & McMillion 2008; Pecorari et al. 2011; Mežek 2013, cited in section 4.4.2 above) but that the learning experience and outcomes are satisfactory (see Pecorari et al. 2011; Mežek 2013). If the students report having had to deal with the English language in some way other than reading course literature, the hypothesis is that they will state that it does not matter much if something is done in English or in Swedish, as the students in Airey & Linder (2007) responded on lectures in English.

The third research question, “if it turns out that the students report a gap between the actual level of English of fresh university students and the level that they are expected to have reached in order to cope with their studies, what, if anything, can be done to make the transition from upper secondary school to university smoother?”, is expected to elicit suggestions from the students.

## **8 Materials and Methods**

The method chosen to find answers to the research questions was that of two separate *E-lomake* questionnaires, one directed to the heads of department at Åbo Akademi University and the other directed to students.

### **8.1 Department questionnaire**

The first questionnaire (appendix 1) contained questions about the use of the English language in basic and intermediate level courses. Is there course literature in English? Are there mandatory lectures in English? Do the students need to produce material in English? If so, of what kind? Do they need to collaborate with others in English? All of these questions had the alternatives “No”, “Yes, in occasional courses”, “Yes, in several courses”, “Yes, in most courses” and “Yes in all courses”. There were also open-ended

questions such as “Do the students need to use the English language in any other way during their bachelor’s level courses? Other comments?” and text boxes for specifications. Some boxes turned out to be somewhat limited in size, which was commented on by two respondents, while some wanted to explain their answers in more detail and sent me separate messages. The link to the questionnaire was sent by e-mail to 58 heads of 62 departments (excluding those of language departments and departments which do not offer any bachelor’s level courses), and after one reminder, 41 people had completed the questionnaire. There were some respondents who replied on behalf of two departments, as the bachelor’s level courses are identical or nearly identical in both subjects and the same person is responsible for both, but unfortunately there was no question in the questionnaire inviting details about this situation, so not all respondents were clear about whether it should be understood that the response covered more than one subject. The answers to this questionnaire constitute the main part of the data which will be studied in order to provide answers to the first research question (“To what extent do bachelor’s level students of various subjects at Åbo Akademi University need the English language for their studies?”).

## **8.2 Student questionnaire**

The second questionnaire (appendix 2) was created in order to find answers to all three research questions, but most importantly to research questions 2 and 3 (“How does this use of English influence the learning experience and outcome of the students, in their own opinion?” and “If it turns out that the students report a gap between the level of English that fresh university students in fact have and the level they are expected to have to cope with their studies, is there anything that could be done to make the transition from upper secondary school to university smoother?”). Two weeks in a row, the link to the questionnaire, along with an accompanying letter, were included in the weekly newsletter of the student union of Åbo Akademi University, which reaches all students at the university. In the accompanying letter, it was specified that students who had attended upper secondary school in Swedish, who were working with their basic or intermediate level studies in something else than languages and who had some kind of experience of the English language as part of their studies, were asked to fill in the questionnaire. There were 50 respondents, many of whom probably had not read the introductory message as 37 students answered the survey even though they had already finished their basic and

intermediate studies. The number of respondents from the target group was only 13, so excluding all the others was not an option. For this reason, all responses will be taken into consideration, even though they did not meet all original requirements. The questions were divided into three parts: there was one section with questions about the respondents' university studies, how long they had studied, what kind of experience they had concerning the use of English in their studies and how that had influenced their learning (e.g. Did it require more time? Did you learn as much as you would have if it had been in Swedish? Did you score as well as you would have if the essay/presentation/exam had been in Swedish?).

Another section included questions about the supporting role of the university and the preparing role of the upper secondary school. Here the students were asked to reflect on how their upper secondary English studies had prepared them for university studies and how the university supported them concerning studies in English. They were also asked to reflect on what could be done differently on both levels, in order to support the (future) students. This is the section which will contribute to the discussion of research question 3.

The last section included basic information about the respondents, such as the language of instruction at school, in what year they had finished their matriculation examination, what grade they had obtained in English, how interested they had been in English as a school subject during their upper secondary studies as well as how much time they had spent in an English-speaking country.

## **9 Results**

This chapter presents the results obtained from the two questionnaires, the department questionnaire and the student questionnaire. An analysis will follow in chapter 10.

### **9.1 Department Questionnaire**

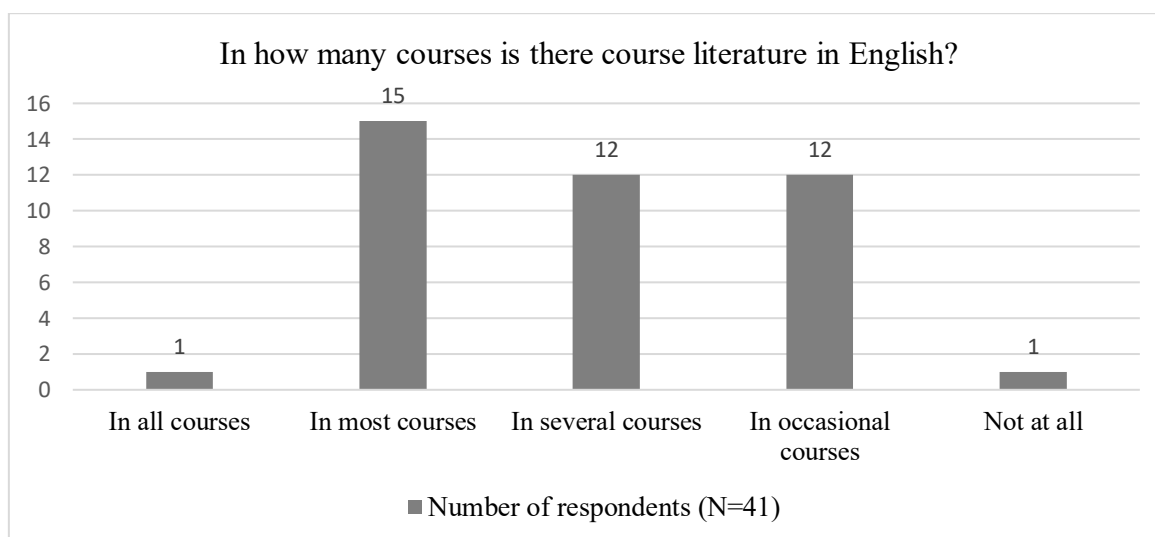
The first questionnaire (see section 8.1 for details of its execution), was sent to the heads of department in order to map the situation in the departments. 41 heads of department out of 58 answered the questionnaire, but the exact number of covered and non-covered departments is not known. Some of the respondents described the situation in more than

one department in the same answer, as the basic and intermediate level courses can be relatively identical and the same person may be in charge of two or even three departments. Nevertheless, the departments which are not represented in the responses are fewer than 20, and the departments covered exceed 40. The department questionnaire provided the following views.

### 9.1.1 Course literature in English

The responses suggest that the most common locus of English in the courses of the departments of Åbo Akademi University is course literature in English. As table 1 shows, almost 40 % (16 out of 41) of the departments have course literature in English in all or most courses. Almost 60 % (24 out of 41) of the respondents state that this is the case in several or occasional courses in their department. However, assigning course literature exclusively in English or exclusively in some other language, seems equally uncommon. Almost all students can thus be expected to be assigned English course literature at some point during their bachelor's level studies.

**Table 1. Course literature in English**



When asked about the amount of literature in English in the course containing the most of it, 40 % of the respondents (16 out of 41) answered that all or most of the literature was in English in that course. Further, 20 % (8 people) said that there was practically an equal amount of English and Swedish, whereas almost one fourth, 24 % (10 people),

stated that even in the course containing the most English sources, most of the literature was in Swedish. Some respondents chose the alternative “Other”, and explained that the amount of course literature in English varies from one year to another or that the students are assigned the task of finding and choosing literature on their own.

In their comments, four (N=41) respondents explained that there is not enough relevant course literature available in Swedish, so they do not have much of a choice. For some, the nature of the subject requires that most of the literature be in either Swedish or in English. For instance, at Computer Science and Computer Engineering, the respondent wrote that all literature is in English, partly because that is the language of the world of ICT and partly because the field is evolving all the time, and if a book was translated into Swedish, it would be outdated unreasonably soon. Another example is Public International Law, where, according to the respondent, the English language is as important as the Swedish language because of the international nature of the subject. The respondent also noted that a good command of English is a prerequisite for the students to get a job in the future. At the opposite end are subjects such as Civil Law, where the bachelor’s level courses deal with the situation in Finland, and therefore the overwhelming majority of the course literature is in Swedish or Finnish. One respondent wrote that they teach key concepts in both Swedish and English during the basic level courses, and another respondent emphasized that it is important that the students also master the Swedish key concepts. In some departments students can choose whether to study course literature in English or in Swedish, and one respondent mentioned having a voluntary reading list including literature in English, which the students can consult if they want to. Four respondents stated that students usually need to use sources in English at the latest when they are writing their bachelor’s thesis and that the proportion of English increases as their studies progress.

### **9.1.2 Lectures in English**

Obligatory lectures in English seem not to be very frequent. Around one third of the departments have lectures in English that the students are to attend during some bachelor’s level courses. However, as two respondents pointed out, no lectures are, in general, supposed to be obligatory at the university level, so in that respect, the question was not well formulated. According to eight comments (N=41), there can be guest lectures given in English and the courses offered in collaboration with the University of

Turku are also usually in English, but in general these courses are optional.

### **9.1.3 Production in English**

When asked if the students need to produce any material in English, around 30 % of the heads of department (12 out of 41) replied that the students need to produce material in English in occasional courses. They are expected to give oral presentations or write essays, summaries, discussion posts or study journals. This means that most of the departments do not require any kind of production of material in English from their students at the bachelor's level. The comments disclose that students are sometimes disappointed when they are not allowed to answer exam questions or write their bachelor's thesis in English. One respondent explained that the examination quite naturally takes place in English if the course is taught in English by international teachers, but at least one department gives the students the chance to choose between attending lectures or taking the courses as distance studies or as self-studies, and in the latter cases, essays and exams can always be written in Swedish. Another respondent added that assignments can always be handed in in Swedish, also when, for some reason or another, writing in English is an option.

### **9.1.4 Collaboration in English**

When asked whether or not the students need to collaborate in English, almost 40 % (N=41) of the respondents stated that it was necessary in occasional or several courses. It might have been useful to ask what this collaboration meant, for example, if it was a practical solution to the fact that there were exchange students in the group or if the students were asked to collaborate in English just for the sake of practice, but the question was not asked, and the respondents did not leave any spontaneous comments about it.

## **9.2 Student Questionnaire**

When examining the second set of data, the responses from the student questionnaire, the reader should recall that most student respondents were not at the bachelor's level anymore as 37 out of 50 had completed over 60 study points in their main subject. We cannot be sure whether they replied on behalf of their bachelor's level studies or if they also considered master's level studies. It is also unclear whether or not some respondents

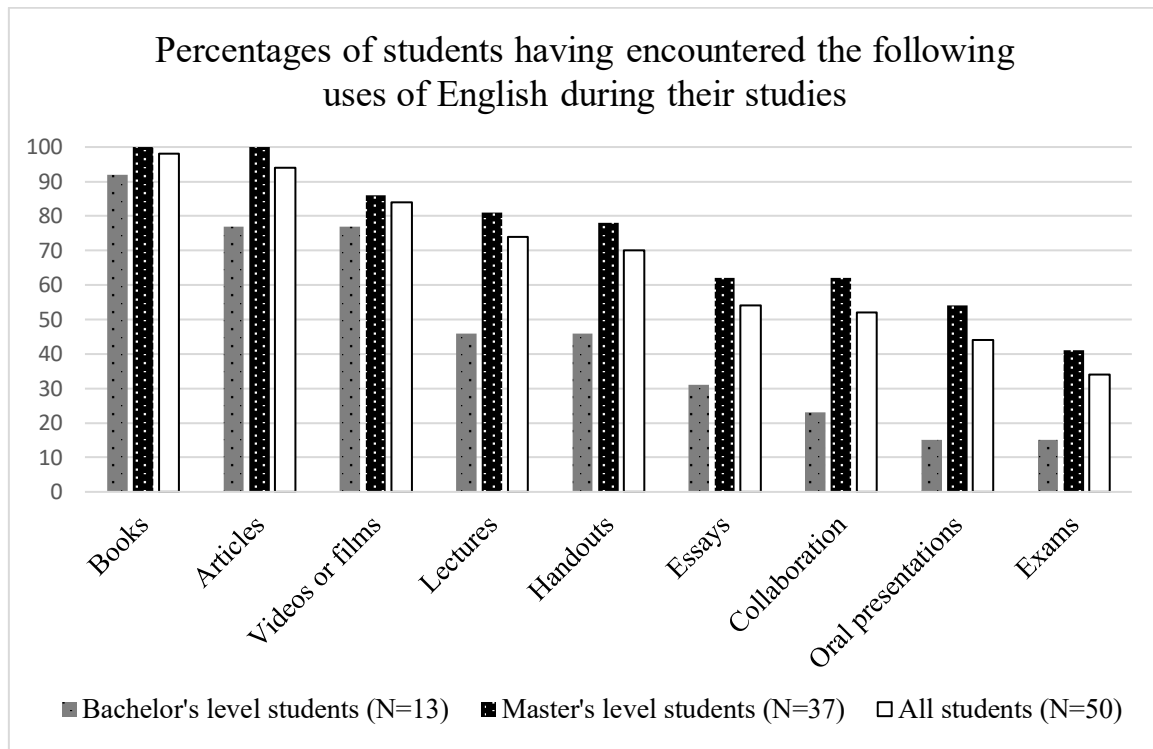
had the compulsory course of academic English in mind while responding, even though they were told that the questions concerned their regular studies in their major subject. As a result, it is possible that the responses testify to a higher presence of English in the studies compared to what would have been the case if only bachelor's level students had replied to the questionnaire. Furthermore, it is also possible that the views on the perceived difficulty caused by the presence of English will be more positive, as master's level students probably will be better equipped to deal with, for instance, academic texts in English, than bachelor's level students. Bearing these things in mind, we will look at the findings from the student questionnaire.

### **9.2.1 The presence of English in the studies**

In the first part of the questionnaire (appendix 2), the students were asked where in their studies they had encountered English. All master's level respondents (37 out of 37, 100 %) had attended courses where they needed to study books in English, and that was also the case for nearly all bachelor's level students (12 out of 13, 92 %). Articles in English were also extremely common (37 out of 37 master's students, 100 %, and 10 out of 13 bachelor's students, 77 %). Further, a very large percentage, 77 % of the bachelor's students (10 out of 13) and 86 % of the master's students (32 out of 37) had watched videos or films in English for their studies, whereas 46 % (6 out of 13) and 78 % (29 out of 37) had received handouts or PowerPoint presentations in English. As noted in section 9.1.2, above, mandatory lectures in English are not very common, but even so, 46 % (6 out of 13) at the bachelor's level and 81 % (30 out of 37) at the master's level had attended lectures taught in English. When considering all the students as one group, approximately half of the students had needed to hand in essays or other texts, collaborate or give oral presentations in English. In each case the percentage for master's level students (54-62 %, 20-23 out of 37) is higher than that for bachelor's level students (15-31 %, 2-4 out of 13 students). Finally, a few students, 2 out of 13 bachelor's level students (15 %) and 7 out of 37 master's level students (41 %), had taken an exam in English. The figures from this section are illustrated in table 2.

It is clear that the master's level respondents have experienced more of everything, but also that the order of the loci of English is the same in both groups, or in other words: English books are the most common feature of English in both groups, and thereafter come articles and so forth.

**Table 2. The presence of English in the studies, from the responding students' points of view**



## 9.2.2 The students' impressions of how they were coping

In the second section of the student questionnaire, the students answered questions relating to how they felt they had been coping with the parts of the courses that they had needed to do in English.

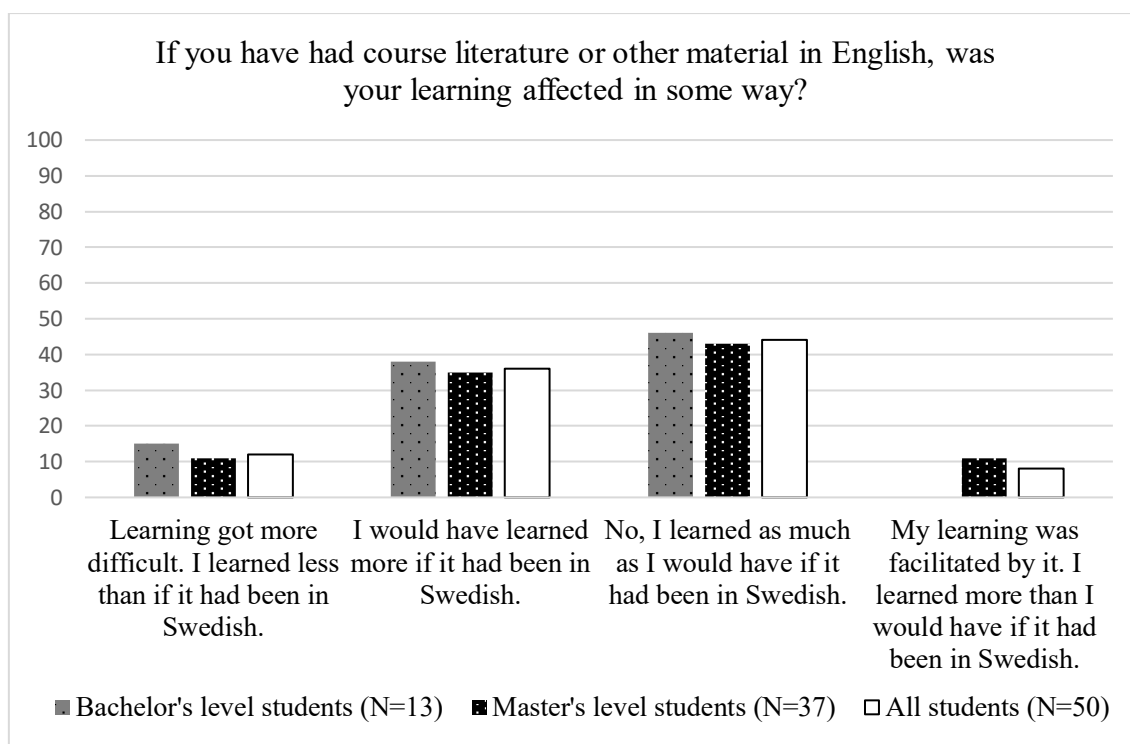
### 9.2.2.1 Course literature

Regarding course literature, the first question was: "If you have had course literature or other material in English, was your learning affected in some way? If yes, how?". (appendix 2, question 5 a.) On the whole, the master's level students reported coping generally slightly better than the bachelor's level students, but as the differences are so small, the combined numbers, bachelor's and master's level, will be presented as one in this section (see table 3 for more detail). Around half of the respondents (24 out of 50) claimed that they learned less when the course literature was in English, than they would have learned if the literature had been in Swedish. One fourth of these students (6 out of 50) even stated that the English course literature made learning more difficult. In contrast,



around half of the students (26 out of 50) did not find that course literature in English had a negative impact on their learning, and some of these students (4 out of 50) even claimed that they learned more because it was in English. The reason for this did not seem to be that the students knew English better than Swedish; instead, they explained in their comments that they needed the English terminology for their working life or that the Swedish terminology seemed artificial and not very useful, as nobody would use it.

**Table 3: Percentages of students' impressions of their learning from English-language course literature**

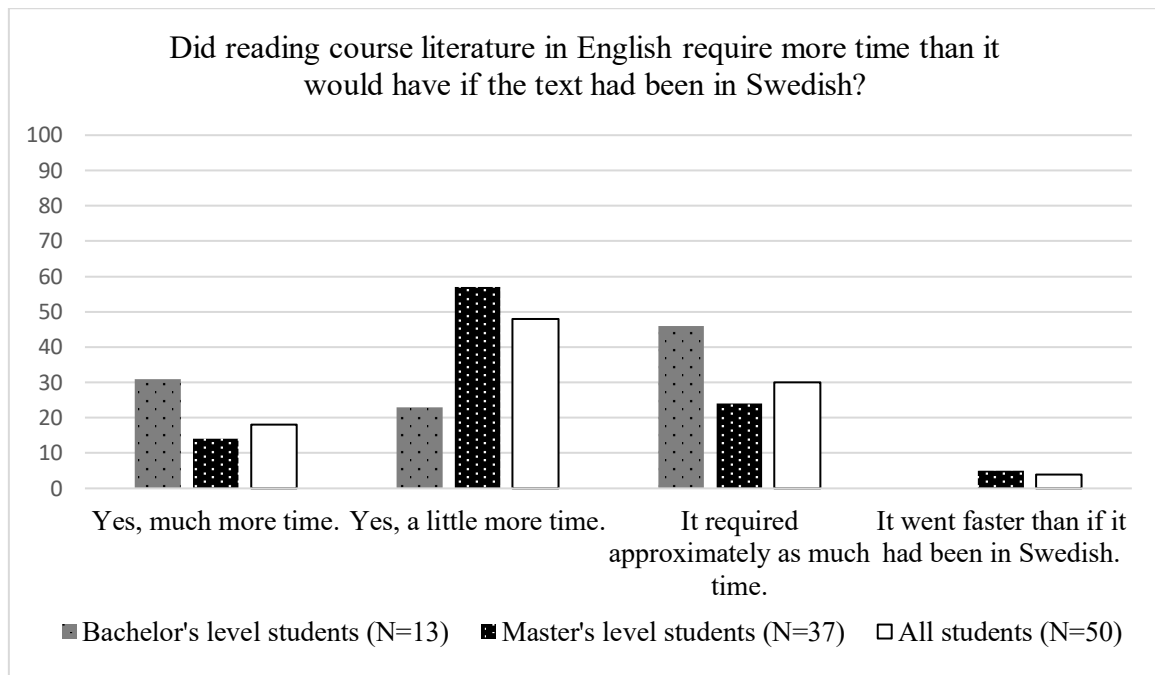


However, 66 % (33 out of 50) of the respondents stated that English-language course literature demanded a little or much more time than course literature in Swedish (appendix 2, question 5 b.), whereas 34 % (17 out of 50) estimated it to take approximately the same amount of time to study in English and Swedish, or in some cases, less time than if it had been in Swedish. See table 4 for more detail.

The respondents added many comments to the question about course literature in English. Three of them wrote that they had excellent English language skills or that they understood English as well as their mother tongue, and they therefore did not have any problems with academic texts in English. However, several respondents stated that reading in English demanded more time and concentration as they needed to think about

the meaning of the words and translate concepts in their minds, and sometimes use dictionaries.

**Table 4. Percentages of respondents' views on the time required to read academic texts in English.**



A lack of flow while reading in English was also mentioned, along with some difficulties regarding the information as concrete and relevant. Two respondents also noted that there might be words and expressions that remained unclear despite the extra work. Further, two respondents explained that there were concepts related to their field of study that they could not translate into their mother tongue, as a result of learning through English sources. Yet, one respondent added the following comment, “[w]hen I read in another language than Swedish I have to ‘think more clearly’ when I am to summarise in Swedish what I have read. To me, this is a positive thing”(my translation).<sup>2</sup> In other words, this respondent valued the extra work that academic texts in English required of them. Further, two respondents referred to how crucial a good command of English for their future working life is and they were therefore pleased with the use of English during their studies.

<sup>2</sup> All the respondents in both questionnaires answered in Swedish, so whenever I cite something written by them, it will be in my translation. The original comments in Swedish can be found in appendices 3-6.

### **9.2.2.2 *Effect on quality***

To start with, when asked “if you have taken English-language exams, written essays or other texts to hand in, was the quality of your production affected somehow?” (appendix 2, question 6 a.), 41 % of the 34 respondents (the bachelor’s level students and the master’s level students are treated as one group, as there were only eight bachelor’s level responses) stated that the quality was a little or much lower than it would have been in Swedish. However, 59 % replied that it went equally well or even better than in Swedish. On the other hand, writing these texts or taking these exams in English took a little or much more time, according to 61 % of the respondents, while 39 % said that it took the same amount of time or even less than in Swedish (in reply of question 6 b., appendix 2).

There is a great deal of variation in the respondents’ comments on this question about how written exams and assignments have been affected by the requirement to write them in English. Two respondents commented that their argumentation was less focused and exact when they needed to write in English and that they had to put more energy into finding the right words and structure, time which could have been put into working on the content of the essay or response instead. In contrast, two respondents preferred not to have to translate concepts from their English-language sources into Swedish. Another two respondents pointed out that writing about academic topics in English was difficult to start with, but the quality of their assignments had improved as they had gotten used to writing in English.

### **9.2.3 *Lectures in English***

The seventh question in the student questionnaire was, “if you have attended lectures in English, was your learning affected somehow? If yes, how?” Almost one third, 31 % (11 of 36) of the respondents (the bachelor’s level and the master’s level students are again considered as one group because of the small number of bachelor’s level students replying to this question) stated that they learned a little or much less than they usually do from lectures in Swedish, whereas the overwhelming majority of 69 % (25 of 36) claimed that they learned as much as, or more than they would have if the lectures had been in Swedish. The students did not leave many comments to this question, but one was that they had had difficulties understanding a lecture because the lecturer was not a very fluent speaker of English. Another respondent wrote about needing to put so much effort into decoding

the message that their learning suffered. But on the whole, the students seemed to hold the view that they coped well with lectures in English.

#### ***9.2.4 Literature in English, examination in Swedish***

When asked about their experiences of language switching, the respondents were both positive and negative. The most common type of language switching seemed to involve course literature in English and exam questions in Swedish, which had been experienced by 31 students, six of whom were bachelor's level students. One respondent mentioned taking courses held at the Finnish-speaking University of Turku, where the lectures had been given in Finnish, the course literature had been in English and the exam questions had been in Swedish. On the whole, most of the students (21 out of 31) stated that using parallel languages like this worked fine. Among the positive comments were the following statements: (i) it is important to know one's field both in a foreign language and in one's own language; (ii) as long as one masters the technical terms there is no problem reading in English and answering exam questions in Swedish; (iii) people sometimes learn more when they have to translate their knowledge from a foreign language into their own language; (iv) it is something that people get used to; (v) it can be difficult to start with, but it gets easier all the time; and (vi) it takes a little less time to formulate oneself in Swedish than in English. The critical comments included these: (i) the knowledge of one's mother tongue might suffer, which can make entering working life more difficult; (ii) it takes more time and/or is more challenging when one has to both understand the text and find correct terms in Swedish; and (iii) there are problems stemming from the fact that in many cases there is simply no equivalent term in Swedish, which causes problems when essays, exams and bachelor's theses are to be written in Swedish. One respondent called for consistency, in terms of both the course literature and examination being either in Swedish or in English.

#### ***9.2.5 General comments on the presence of English in university studies***

The students had the possibility to leave free comments about the presence of English in university studies. In general, the respondents were positive about parts of their studies taking place in English. Some issues mentioned were that there is better and more relevant literature in English than in Swedish, and that they were happy about their improving

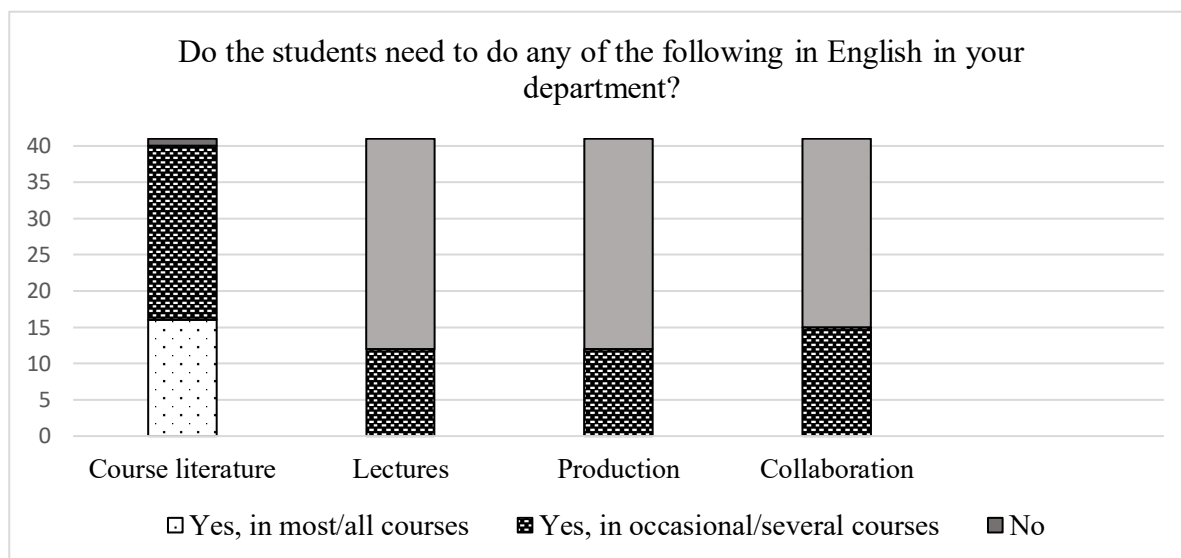
level of English. However, there were also a few respondents who were very critical. One recommendation was that future students should be informed better about the extent of the use of English in the departments. Three respondents wrote that it had come as a surprise that they ended up studying so much in English when they thought they had applied to a Swedish-language programme. One respondent indicated that if they had known that there would be so much in English, they might as well have applied to study at a university abroad. There was also a comment about generally scoring one grade lower than usual in all courses in English, despite the student's feeling that the written task went just fine. Another respondent expressed concern about the future role of Swedish as a language of scholarship. Even though it was not a problem for the student in question, one respondent found it provoking that the students were expected to be able to gain knowledge from English sources. Interestingly, this comment appeared several times, phrased in terms of the respondents themselves not having any problems with English, while they were concerned about people for whom English was not easy. This view appeared to be more common than writing about problems experienced by the respondents themselves.

## **10 Discussion**

Let us now discuss the research questions in light of the results from the questionnaires.

### **10.1 Research question 1**

The first research question was: To what extent do bachelor's level students of various subjects at Åbo Akademi University need the English language for their studies? The first hypothesis was that at the bachelor's level, the lectures and tasks take place in Swedish while the course literature includes texts in English. The second hypothesis was that course literature in English is necessary in occasional courses in a small number of departments as corresponding literature in Swedish is not available (see chapter 7). The first hypothesis seems partly confirmed by the department questionnaire. As can be seen from table 5, lectures, collaboration and production in English happen in occasional or several courses in approximately one third of the departments, but the majority of the lectures, collaboration and production take place in Swedish in all departments.

**Table 5. The number of departments (N=41) where English is present in some form at the bachelor's level.**

This is in line with the language strategy of the university and necessary for it to keep its Swedish-speaking identity. Furthermore, confirming the second part of the first hypothesis, course literature in English seems to be where the language is used most often in the departments. In 39 per cent of the departments, all or most of the courses at the bachelor's level contain course literature in English, and in 59 per cent of the departments this kind of literature is present in several or occasional courses. Only one department does not have course literature in English at all. The second hypothesis turns out to be an understatement; the courses with course literature in English are not only occasional and they do not concern only a small number of departments. It seems that people who want to study at Åbo Akademi University should be prepared for varying degrees of course literature in English already at the bachelor's level. This is also confirmed by the student questionnaire, as all respondents had experienced course literature of some sort in English.

## 10.2 Research question 2

The second research question was: "How does the use of English influence the learning experience and outcome of the students, in their own opinion?" The first hypothesis was that studying course literature in English, rather than Swedish, will require more time, but that the learning experience and outcome are satisfactory. As 66 % of the student respondents stated that reading in English takes a little or much more time, the study

seems to confirm the first part of the hypothesis and is in line with the research referred to in section 4.4.2 (Karlgrén & Preben 2003; Söderlundh 2004; Hellekjær 2005; Shaw & McMillion 2008; Pecorari et al. 2011; Mežek 2013). However, there was also a number of students (34 %) who estimated that reading in English took approximately the same amount of time or even less time than reading in Swedish. Two possible explanations might be that a) there are students who achieve a near-native competence of English and for whom it makes no difference if they read in English or in Swedish, and b) in some cases it is possible that respondents over-estimated their knowledge and that a test would show that they actually read and learn more slowly in English (cf. Söderlundh 2004; Airey & Linder 2007).

The second part of the hypothesis was that the student respondents find that the learning experience and outcome are satisfactory and that it does not matter much if something is done in English or in Swedish, even though studies in English require some more time than if everything had been in Swedish. This seems to be the case for many students in reference to lectures in English, as 69 % claimed that they learned as much or more than they would have if the lecture had been in Swedish. On the other hand, 31 % estimated that they had learned a little or much less than if the lecture had been in Swedish. As for the responding students who had experienced exams or other written tasks in English, the majority or 59 % stated that they had found that the quality of their production was equal to or better than their corresponding texts in Swedish, which is in line with the hypothesis. But on the contrary, as many as 41 % claimed that the fact that a text or exam was written in English caused the quality to suffer a little or much. Around half of the respondents (52 %) confirmed this hypothesis by claiming that they learned as much or even more from course literature in English than if it had been in Swedish. However, the other half (48 %) estimated that they learned a little or much less from course literature in English. There is thus no support for the second part of the hypothesis.

The results raise the following questions. What would be an acceptable percentage of students not achieving their best because of the language used in course literature, lectures or written assignments? Does it matter if the quality or understanding suffers, if it suffers only a little? Is it acceptable if Finnish students have the time to learn a little less than their British or American counterparts, only because they have to put more time on reading (cf. section 4.4.2; Shaw & McMillion 2008; Mežek 2013)? As Åbo Akademi University, like most universities today, aims to compete internationally (cf. chapter 5), it might be relevant to ask whether the level of understanding that the Finnish students

generally achieve is good enough. On the other hand, even if, for instance, the board of Åbo Akademi University decided that it is not acceptable that their students achieve slightly less well than British or American students just because they are not native speakers of English, there would not be many options to choose from. As discussed in section 4.2, one of the most important reasons to use English-language course literature is the simple fact that there is no corresponding literature in Swedish. Even though some of the responding students expressed frustration at the fact that there was course literature in English despite the courses being announced as Swedish-speaking, removing all of the foreign-language literature would hardly raise the level of the education. In light of the results of the two questionnaires, I propose the following: what could be done is to (i) keep trying to improve the level of English of the students; (ii) try to give the students tools to overcome the extra challenge offered by parts of the studies being in English; and (iii) to instruct the lecturers how they can support their students so the negative effects of the foreign-language parts will be minimised. This leads to research question 3.

### **10.3 Research question 3**

The third research question posed was: If it turns out that the students report a gap between the actual level of English of fresh university students and the level that they are expected to have reached in order to cope with their studies, what, if anything, can be done to make the transition from upper secondary school to university smoother? As discussed in the previous section, many students reported that they succeeded less well when they needed to read, write or listen in English instead of in their mother tongue. Consequently, even though many students also estimated that it did not matter if what they needed to do was in English or in Swedish, it is essential to consider in what ways the language situation of the Finnish students can be supported.

#### **10.3.1 The preparation of the upper secondary education**

As one of the tasks of the upper secondary education is to prepare its students for tertiary studies (see chapter 2), the responding students in this study were asked to reflect on the preparation the upper secondary English teaching had given them. First they were asked to identify procedures that they thought had been useful as preparation for tertiary studies where parts take place in English. Several respondents (15 of 50) referred to learning the



basics, such as vocabulary and grammar, and concluded that the upper secondary English studies provided a good foundation generally. Essay writing, reading novels and articles, discussions in English and also a kind of special preparation for the matriculation examination were mentioned as useful procedures. In contrast, there were also respondents who claimed that they had acquired the most important part of their knowledge of English through their own activities, such as reading novels, watching TV, listening to music, travelling and spending time on social media and the Internet, and that what had been done at the upper secondary school had not been very useful for them. Moreover, two respondents pointed out that none of the terminology needed for their fields of study was taught at upper secondary school and two other respondents observed that academic English generally is much more difficult than upper secondary English. It is certainly true that academic English is more demanding than upper secondary English and that is how it is supposed to be. Moreover, since students of different subjects need completely different terminology, it is impossible for the upper secondary education to either teach all students all the terminology that any of them might need or to provide each student with the particular terminology which they are going to need when they continue their studies. This unfeasible challenge of the upper secondary education is also reflected on by one respondent who wrote: “[it’s] hard since individuals study so different things when they go to university and the upper secondary school might not be able to prepare everybody equally well.” However, I would argue that the teaching of basic English, and also basic academic English, which a large part of the students are going to need, can be made more efficient.

The responding students were asked what they thought could be done to prepare upper secondary students even better for tertiary studies, and they had many suggestions, both on what the upper secondary students could do themselves and what the upper secondary teachers could do for their students. The respondents suggested that the upper secondary education could require more reading of all sorts of texts, for instance novels, articles, popular science and also some academic texts, and that it could require more written assignments from the students, such as short essays, long essays and correspondence with English-speaking pen pals. Upper secondary students could also learn more efficiently through culture, by going to the theatre in English and discussing it, watching academic documentary films, through discussions in pairs or small groups and through oral presentations, the responding students suggested. One respondent suggested using the English language “for real”, through language cafés, meeting students

from other schools, meeting immigrants and doing study trips. Others had suggestions that were more focused on introducing academic elements in English, one example being this comment written by one respondent: “Add content in English gradually. First an article, a chapter, then hand-outs, books and eventually whole courses in English!”. The respondent did not specify in what subject they thought this could be done, but as English courses are usually taught in English, I assume that they meant gradually changing the course language into English could be efficient in other subjects than English, too. Seven other respondents also had suggestions that included non-language courses being taught in English. Two of them suggested providing the students with scholarly articles in English in subjects such as history, biology and physics, and one of them suggested that these articles could be optional reading. Another two respondents proposed optional specialised courses in different subjects that could include practising reading scientific texts in English and which would give a hint of what an academic text looks like. Other respondents suggested more generally “[...] introducing academic literature at an early stage” and “Maybe subject-specific English, if the students know that they want to study e.g. history of art there could be tools to use to read up on that in English”. Still other student respondents had suggestions that related to the upper secondary students activating themselves by, for instance, making sure they hear English every day (through films or series, for example), by reading a lot on their own and by going to study abroad as exchange students or by working abroad. Or as one respondent expressed it, “it is a question of activating oneself with one’s intake of English, for example [through] English literature, or to some extent also entertainment in English. However, literature might be more important when it comes to university studies.” Yet another perspective came from two respondents who stressed the importance of informing future students about the extent to which study programmes have literature, teaching and tasks in English.

There were many useful suggestions provided by the student respondents but the ones that I found the most interesting were the ones relating to offering courses or parts of courses in English in non-language subjects, for students who have a particular interest in them. The most recent core curriculum requires transdisciplinarity, so a collaboration between English and other subjects with the aim of, for instance, letting students get a glimpse of what it would be like to study different subjects in English and also giving them tools to handle these kinds of texts, would be completely in line with the curriculum. These could be optional specialised courses especially aimed at students who think they will continue their studies at a university. It would also be possible to imagine a

specialised course in academic English, where general academic terminology could be taught, students would be instructed how to deal with a long and complex academic text, and they could choose and read academic texts relating to their fields of interest. However, considering the fact that English teachers may not be experts on Biology, Chemistry, History etc. and the fact that teachers of these subjects may not be experts on the English language, a collaboration might prove the most useful.

### **10.3.2 The support of the university**

When the responding students were asked about the support they perceived that they received from the university to cope with elements in English, many mentioned the course in academic English which is compulsory for all students (except that there is also the possibility to take a replacing exam and if the students pass it, they do not need to take the course). Further, two students (N=50) mentioned that there are good dictionaries available and another four students referred to lecturers who support the students (i) by giving a short summary and overview in Swedish of the assigned English-language articles; (ii) by providing the course compendium in both English and Swedish or (iii) word lists with subject-specific key words, (iv) by explaining things in Swedish that remained unclear after the lecture if the students ask them to, or (v) by being helpful in general. In addition, one respondent described the lecturer's support in the following way, "in at least one course we have been encouraged by the teacher to dare to speak and write even though there will be some errors every now and then. I believe creating a supportive environment like this is important.". Still another way of supporting the students was mentioned by one respondent who explained that in their department, if a student is struggling with the course literature because of the language, the teacher can sometimes give the student something else to read instead, but they added that the majority of the course literature is in English anyway. However, eight students did not identify any kind of support on behalf of the university, and some of them added that they had not needed any support so they did not really know what there is.

When asked "Do you think that the support of the university is good the way it is, or would you change anything? If yes, how?" thirteen responding students (N=50) found the situation good as it was. There were, however, many suggestions as to what could provide better support for the students. Eight students suggested different kinds of specialised courses. Three of them mentioned optional courses of English in general, and

two students suggested a course or workshop at the beginning of the studies which would teach useful strategies for reading and studying in a foreign language. One respondent suggested classes of English conversation and another respondent a course where the students would learn how to write academic texts, bearing future research work in mind. Still another respondent expressed the view that the present compulsory course of academic English could rather be an intense course over one period, instead of two periods, as it is at present.

Apart from English courses, twelve respondents suggested various kinds of support that the departments or teachers could offer. These included the following: (i) making sure the students learn the correct key concepts in both English and Swedish (two respondents); (ii) giving summaries in Swedish of English-language books or articles (one respondent); (iii) providing word lists (four respondents); and (iv) the departments producing guides or indicating authors who write well (one respondent). Another respondent emphasised that (v) students should get used to reading texts written in English, Finnish, Norwegian and Danish as early in the studies as possible. Still another respondent called for (vi) more understanding of the fact that not everyone is good at English. Further, two respondents advocated (vii) more freedom concerning the students' choice of studying in English or Swedish and communicating better to the students that they can write and take exams in Swedish, too. In contrast, one respondent suggested that (viii) it should be possible for the student to choose to write essays or answer exam questions in English if the course literature is in English. Clearly this respondent had experienced different procedures compared to the respondents mentioned previously, who called for informing the students of their right to write in Swedish.

Seven responding students had suggestions on a more general note. Two respondents argued that if there is some kind of support available, it needs to be made more visible, and if there is no available support, some should definitely be arranged. One respondent expressed the view that either everyone should have to take the course in academic English, or the replacing exam should be made much more difficult. According to one respondent, the departments should inform their applicants in what ways they will be expected to study in English. This respondent also stated that at the latest at upper secondary school, students will need to be informed of the fact that there are programmes at Åbo Akademi University where all the course literature is in English, a view which was expressed also in the section regarding suggestions on what could be done differently at the upper secondary school. There were two opposing views, one suggesting "reducing

all presence of English and making sure that there is always the alternative of studying in Swedish” and at the opposite harsh end, “if a university student does not manage to read material in English, they should go in for improving their English, and if they do not succeed, they should not study at a modern university. At least not in normal cases.” Two more respondents expressed the view that it is the responsibility of the students themselves to acquire a sufficient level of English.

As discussed earlier in chapter 4, removing all English elements from the university studies is in many cases neither possible nor desirable, but the question arises whose responsibility it is to make sure students’ learning does not suffer from the fact that parts of their studies are not done in their mother tongue. Is it the responsibility of the upper secondary school, of the university or of the students themselves? Maybe all have some kind of responsibility. The upper secondary school can give a general knowledge of English and evidently prepare its students for the matriculation examination, but maybe it is also possible to take into consideration that many upper secondary students who may or may not have a particular interest in English will need to cope with long academic texts in English very soon. At the university, an effort should, I would argue, be made to meet the students at their own level, both in terms of the subject and the English language. This is so because it is the responsibility of the university to help the students become academically fluent. For many students the principle of “learning by doing” is enough, but many others could probably improve their achievements if they received more support. The respondents of the student questionnaire gave many useful suggestions, and different departments and different courses could probably use different procedures to help their struggling students succeed and also to further improve the level of the students who are doing fine.

## 11 Conclusion

The three aims of this thesis were (i) to investigate the current use of the English language at Åbo Akademi University, (ii) to examine students’ perspectives on studying in English, and (iii) to explore students’ suggestions concerning practices to be adopted at school and university. The research questions were: (i) To what extent do bachelor’s level students of various subjects at Åbo Akademi University need the English language for their studies? (ii) How does the use of English influence the learning experience and outcome

of the students, in their own opinion? And (iii) if it turned out that the students reported a gap between the actual level of English of fresh university students and the level that they were expected to have reached in order to cope with their studies, what, if anything, could be done to make the transition from upper secondary school to university smoother?

In light of the results from the questionnaires it seems that students at Åbo Akademi University are very likely to encounter course literature in English during their bachelor's level studies. The amount of course literature in English in the departments varies considerably, but the overwhelming majority of the students will need to study such literature at some point during the first few years. Many students will also need to attend lectures, collaborate and/or produce written tasks in English, but for the majority this will be the case only occasionally during their bachelor's level studies. The examination of the students' perspectives indicated that the majority of the students read more slowly in English, and performing written tasks also required more time than writing in Swedish for the majority of them. Further, around half of the students claimed that they learned less from course literature in English compared to how much they usually learn from course literature in Swedish. The majority of the students stated that the quality of their written assignments in English was as good as or better than it usually is in Swedish, but for many others the quality appeared a little or much worse than if the assignments had been in Swedish. The students provided many suggestions on what could be done differently both at upper secondary school and university in order to prepare future university students better for the parts of their studies which take place in English, before they start studying, and also to support the students who are already at the university and encounter difficulties with literature or tasks in English.

The limitations of the study concern the relatively small number of respondents in the questionnaires, particularly in the student questionnaire. The majority of the heads of department responded to the first questionnaire, but it is clear that the results might have been different if even more of them had replied. Further, the number of responding students, bachelor's level students in particular, was very limited. It might therefore be worthwhile exploring other ways of finding willing respondents in future studies.

Drawing any far-reaching conclusions from this small study is not advisable, given the limited number of responding students. Yet, as bachelor's level students are very likely to need to perform some parts of their studies in English, it would seem reasonable that future students should be informed already before they apply to a study programme to what extent each programme requires studies in English. Furthermore, as many as half

of the students participating in this study claimed that they learned less when the course literature was in English. Departments would therefore do well in carefully considering the expected results if there is a choice between course literature in English and Swedish. Avoiding the English language completely is probably not possible or desirable, but its presence needs to be thoughtfully planned and followed up in the light of its learning effects and student responses.

The responding students provided a large number of suggestions for measures that could support the students in view of parts of their studies being in English. They are, as such, good recommendations and I will restate some of them which I find particularly interesting. According to the students, the upper secondary education could in general keep seeking to improve the quality of its teaching of English. It could consider taking a few steps towards a more specifically academic preparation by offering courses of academic English or by providing transdisciplinary courses where teachers of English collaborate with those of content subjects. What could be done differently at Åbo Akademi University, according to the respondents, would be to keep developing the course in academic English and to consider offering optional courses that would support students who are struggling because of the use of English in their studies. Students also found it very helpful when lecturers supported the students by offering word lists for key concepts and summaries in Swedish to help them understand books and articles in English.

This study has implications for the use of English as a foreign language in university-level teaching and learning. Future avenues would profitably include examination of the actual levels of English of the students at Åbo Akademi University, for instance by testing their reading comprehension level in English and comparing it with their reading comprehension in Swedish. Approaching similar research questions as in this study but through tests may be expected to provide valuable information for purposeful use of English in university studies.

## Swedish summary

### **Att studera på engelska vid Åbo Akademi: Ämnenas praxis och studenternas perspektiv**

Universitetsstuderande i Finland förväntas ibland utföra delar av sina studier på engelska. Det kan till exempel handla om kurslitteratur, föreläsningar eller hela studieprogram på engelska. Så är det även vid Åbo Akademi, men likt många andra universitet i Finland följer man inte så noga upp hur och i vilken mån engelskan används. Därför är ett av syftena med den här avhandlingen att undersöka i vilken mån studierna genomförs på engelska vid Åbo Akademi. En avgränsning har gjorts så att undersökningen i första hand gäller studier på kandidatnivå. I och med att de flesta studenterna har något annat än engelska som modersmål är det tänkbart att språkbytet kräver mera av eller påverkar inläringen hos dem. Därför är det andra syftet med avhandlingen att undersöka de studerandes uppfattning om studier på engelska när studieprogrammet i övrigt är svenskt. Det tredje syftet är att utforska studenternas förslag gällande på vilka sätt gymnasiet skulle kunna effektivisera förberedelsen för akademiska studier och på vilka sätt universitetet skulle kunna stöda de studerande med tanke på engelska inslag i studierna.

Tre forskningsfrågor ställdes. 1. I vilken mån behöver studerande vid olika ämnen på kandidatnivå vid Åbo Akademi det engelska språket för sina studier? 2. Hur påverkas inlärningsupplevelsen och -resultatet av att engelska används enligt de studerande själva? 3. Om det visar sig att de studerande uppger att den nivå de har på sin engelska inte motsvarar den nivå de förväntas ha för att klara av sina studier; vad, om någonting, kan göras för att övergången från gymnasieutbildning till universitet skulle löpa smidigare?

Materialet för undersökningen samlades in med hjälp av två *e-lomake* frågeformulär. Det första frågeformuläret (se bilaga 1) riktades till alla ämnesansvariga vid Åbo Akademi som ansvarade för ämnen som kunde studeras på kandidatnivå, dock inte till dem som var ansvariga för språkämnen. Frågorna gällde ifall och i så fall i vilken form kandidatstudierna vid ämnet förutsatte studier på engelska, samt i hur stor del av kurserna sådana engelska inslag förekom. Det andra frågeformuläret (se bilaga 2) riktades till studerande som hade något annat än språk som huvudämne och som var på kandidatnivå i sina huvudämnesstudier. Information om och länk till frågeformuläret bifogades till Studentkårens veckomail två veckor i följd. Frågeformuläret var tredelat, där den första delen handlade om på vilket sätt de studerande hade behövt använda



engelska under sina studier och deras uppfattning om hur det hade påverkat deras inlärn timer och prestationer. Den andra delen av frågeformuläret handlade om hur de studerande tyckte att gymnasiet förberett dem för universitetsstudier med tanke på engelska inslag, ifall de hade förändringsförslag, vilket stöd de tyckte att universitetet erbjöd med tanke på engelska inslag samt deras förändringsförslag även gällande detta. I den sista delen fick de studerande fylla i bakgrundsuppgifter såsom skolutbildningsspråk, studentexamensresultat i engelska och om de hade längre utomlandsvistelser bakom sig. Det första frågeformuläret besvarades av 41 av de 58 kontaktade ämnesansvariga och det andra besvarades av 50 studerande. Materialet som har analyserats för denna undersökning utgörs av svaren på de båda frågeformulären.

Gällande den första forskningsfrågan indikerade enkätsvaren att det vanligaste engelska inslaget i studierna var kurslitteratur. Nästan 40 % av de ämnesansvariga (16 av 41) uppgav att det fanns kurslitteratur på engelska i "alla" eller i "de flesta" av kurserna, medan nästan 60 % (24 av 41) svarade att sådan litteratur förekom i "enstaka" eller "flera" kurser. Alla studerande uppgav i sina enkätsvar att de läst kurslitteratur – böcker, artiklar och/eller handouts – på engelska. Det verkar med andra ord som nästan alla studerande vid Åbo Akademi får vara beredda på att läsa kurslitteratur på engelska under sina kandidatstudier. Andra engelska inslag, såsom föreläsningar, essäer, filmer, samarbete, loggböcker och muntliga presentationer förekom också, men allra vanligast var kurslitteratur på engelska.

Den andra forskningsfrågan fick många olika svar, men majoriteten av de svarande (66 %) uppgav att det krävdes "lite mera" eller "mycket mera" tid att läsa kurslitteratur på engelska än på svenska. Ungefär hälften av de svarande (52 %) hävdade att de lärde sig "lika mycket" eller "mera" av kurslitteratur på engelska än på svenska, men den andra hälften (48 %) tyckte att de lärde sig "lite mindre" eller "mycket mindre" än om de varit på svenska. De svarande som haft föreläsningar på engelska uppgav överlag att de hade lärt sig "lika mycket" som eller "mera" än om de varit på svenska, men 31 % bedömde att de lärt sig "lite mindre" eller "mycket mindre" än om de varit på svenska. Av de svarande som haft tentamina eller andra skriftliga uppgifter på engelska uppgav 59 % att de presterat lika bra som eller till och med bättre än om de varit på svenska, men å andra sidan bedömde 41 % att de presterat "lite sämre" eller "mycket sämre" i motsvarande situation. Undersökningen visade alltså att det fanns en betydande andel studerande som inte presterade optimalt när någon del av studierna genomfördes på engelska. Majoriteten av dessa studerande bedömde visserligen att kurslitteraturen bara krävde *lite* mera tid, att

prestationerna blev *lite* sämre och att inläringen försvårades *lite*. Relevanta följdfrågor som gärna kunde diskuteras är hur stor försämring av inläringen som vore acceptabel och för hur stor andel av de studerande.

Den tredje forskningsfrågan resulterade i många förslag från studenterna (se bilaga 5 och 6) och vilka man väljer att lyfta fram kan vara ett subjektivt avgörande. Många svarade dock att de tyckte att gymnasieutbildningens engelskundervisning gav en god grund med tanke på fortsatta studier delvis på engelska, men många gav också förbättringsförslag. Flera uttryckte att det skulle vara ändamålsenligt om man redan på gymnasiet fick möjlighet att ta del av undervisning som låg närmare akademisk nivå, till exempel genom att erbjuda vetenskapliga artiklar på engelska eller fördjupade kurser som skulle likna universitetskurser. Mera läsning, i synnerhet av autentiska svårare texter, nämndes också av flera, liksom att ge flera möjligheter till skrivande. Vad gäller stödet från universitetet fanns det många som uppgav att de tyckte att det var tillräckligt. Flera konstaterade att de inte kände till något speciellt stöd som skulle erbjudas för studerande som har svårt med studier på engelska, men flera av dem tillade att ifall det inte finns hjälp att få så borde dylik arrangeras. Bland förslagen fanns tre huvudtyper; sådant som föreläsare kan göra (t.ex. erbjuda ordlistor, sammanfattningar, förslag på bra författare och stöda i allmänhet), frivilliga kurser som kunde ordnas utöver den kurs i akademisk engelska som redan finns, samt bättre information, både om vilken typ av stöd som finns att få och information till kommande studerande om i vilken mån de kommer att förväntas prestera på engelska i de olika ämnena.

Sammanfattningsvis kan konstateras att det är mycket sannolikt att studerande på kandidatnivå vid Åbo Akademi behöver utföra någon del av sina studier på engelska och att kurslitteratur och skrivuppgifter på engelska kräver mera tid för många studerande. Man får även räkna med att det finns ett relativt stort antal studerande som presterar sämre på engelska. Att undvika engelska inslag helt vore knappast ändamålsenligt, men en medvetenhet hos ämnesansvariga och föreläsare om vilka svårigheter de kan föra med sig samt erbjudande av genomtänkta stödformer skulle troligen underlätta för många studerande.

## References

- Airey, John, Karen M. Lauridsen, Anne Räsänen, Linus Salö & Vera Schwach. 2017. *The Expansion of English-Medium Instruction in the Nordic Countries. Can Top-Down University Language Policies Encourage Bottom-Up Disciplinary Literacy Goals?* The Netherlands: Springer. Available: [https://www.researchgate.net/publication/282664959\\_The\\_Expansion\\_of\\_English-medium\\_Instruction\\_in\\_the\\_Nordic\\_Countries\\_Can\\_Top-down\\_University\\_Language\\_Policies\\_Encourage\\_Bottom-up\\_Disciplinary\\_Literacy\\_Goals](https://www.researchgate.net/publication/282664959_The_Expansion_of_English-medium_Instruction_in_the_Nordic_Countries_Can_Top-down_University_Language_Policies_Encourage_Bottom-up_Disciplinary_Literacy_Goals) [9.4.2018]
- Airey, John & Cedric Linder. 2007. "Disciplinary learning in a second language: A case study from university physics". In Wilkinson, Robert & Zegers, Vera. (eds.). *Researching Content and Language Integration in Higher Education*. Maastricht, the Netherlands: Maastricht University Language Centre: 161-171. Available: [https://www.researchgate.net/publication/228628606\\_Language\\_and\\_the\\_experience\\_of\\_learning\\_university\\_physics\\_in\\_Sweden](https://www.researchgate.net/publication/228628606_Language_and_the_experience_of_learning_university_physics_in_Sweden) [5.10.2018]
- Bergroth, Mari. 2006. "Immersion students in the matriculation examination: Three years after immersion". In Björklund, Siv, Karita Mård-Miettinen, Marina Bergström & Margareta Södergård (eds.). *Exploring Dual-Focussed Education: Integrating Language and Content for Individual and Societal Needs*. Vaasa: Vaasan Yliopiston Julkaisuja: 123-134. Available: [https://www.univaasa.fi/materiaali/pdf/isbn\\_952-476-149-1.pdf](https://www.univaasa.fi/materiaali/pdf/isbn_952-476-149-1.pdf) [5.10.2018]
- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. England: Cambridge University Press.
- CSL: Committee on the Swedish Language. 2002. *Mål i mun: Förslag till handlingsprogram för svenska språket / Speech: Draft Action Programme for the Swedish Language*. Sweden: The Department of Culture. Available: <https://www.regeringen.se/rattsliga-dokument/statens-offentliga-utredningar/2002/04/sou-200227/> [5.10.2018]
- Ferguson, Charles A. 1959. "Diglossia". *Word* 15(2): 325-340. Available: <https://doi.org/10.1080/00437956.1959.11659702> [28 May 2018]
- Finlands officiella statistik (FOS). 2013. "Tabellbilaga 3. Nya studerande och studerande vid universitet 2013". Helsinki: Statistikcentralen. Available: [http://www.stat.fi/til/yop/2013/01/yop\\_2013\\_01\\_2014-04-25\\_tau\\_003\\_sv.html](http://www.stat.fi/til/yop/2013/01/yop_2013_01_2014-04-25_tau_003_sv.html) [9.3.2018]
- Finnish Ministry of Education. 2017. *Bäst i världen: Riktlinjer för att främja internationaliseringen av finländsk högskoleutbildning och forskning 2017-2025*. Available: <http://minedu.fi/documents/1410845/4154572/YMP-sv-net.pdf/995fd2e2-14ff-4c07-aff6-7abf72db27b5/YMP-sv-net.pdf.pdf> [5.10.2018]

Finnish National Board of Education. 2003. *National Core Curriculum for Upper Secondary Schools 2003*. Vammala: Vammalan kirjainpää. [http://www.oph.fi/download/47678\\_core\\_curricula\\_upper\\_secondary\\_education.pdf](http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf) [5.10.2018]

Finnish National Board of Education. 2012. *The National Core Curriculum for Literacy Training for Adult Migrants 2012*. Tampere: Juvenes Print, Tampereen Yliopistopaino Oy. [http://www.oph.fi/download/140756\\_national\\_core\\_curriculum\\_for\\_literacy\\_training\\_for\\_adult\\_immigrants\\_2012.pdf](http://www.oph.fi/download/140756_national_core_curriculum_for_literacy_training_for_adult_immigrants_2012.pdf) [5.10.2018]

Fishman, Joshua A. 1972. *Sociolinguistics: A Brief Introduction*. Rowley, MA: Newbury House.

Godenhjelm, Sebastian, Taina Saarinen & Jan-Ola Östman. 2014. "Landrapport Finland: Utgångspunkter för en fungerande parallellspråkighet". In Gregersen, Frans (ed.). *Hvor parallelt. Om parallellspråkighet på Nordens universitet*. Copenhagen: The Nordic Council of Ministers: 323-425. Available: <http://norden.diva-portal.org/smash/get/diva2:730884/FULLTEXT01.pdf> [5.10.2018]

Gregersen, Frans (ed.). 2014. *Hvor parallelt : Om parallellspråkighet på Nordens universitet*. Copenhagen: The Nordic Council of Ministers. Available: <http://norden.diva-portal.org/smash/get/diva2:730884/FULLTEXT01.pdf> [5.10.2018]

Gunnarsson, Britt-Louise. 2001. "Swedish, English, French or German: The language situation at Swedish universities". In Ammon, Ulrich (ed.). *The Dominance of English as a Language of Science. Effects on Other Languages and Language Communities*. Berlin: Mouton de Gruyter: 287-316.

Gunnarsson, Britt-Marie & Katarina Öhman. 1997. *Det internationaliserade universitetet: En studie av bruket av engelska och andra främmande språk vid Uppsala Universitet*. Uppsala: Uppsala Universitet.

Gymnasielagen 629/1998 [Act on General Upper Secondary Education]. Finlex. Available: <https://www.finlex.fi/sv/laki/ajantasa/1998/19980629> [6.3.2018]

Haarmann, Harald & Eugene Holman. 2001. "The impact of English as a language of science in Finland and its role for the transition to network society". In Ammon, Ulrich (ed.). *The Dominance of English as a Language of Science: Effects on Other Languages and Language Communities*. Berlin: Mouton de Gruyter: 229-260.

Haberland, Hartmut. 2005. "Domains and domain loss". In Preisler, Bent, Anne H. Fabricius, Hartmut Haberland, Susanne Kjærbeck & Karen Risager (eds.). *The Consequences of Mobility*. Roskilde: Roskilde University: 227-237. Available: <https://rucforsk.ruc.dk/ws/files/37440202/Haberland.pdf> [25.1 2019]

*Handlingsplan för Åbo Akademi internationalisering 2017-2020*. 2017. The Board of Åbo Akdaemi University.

Available:

<https://www.abo.fi/student/media/2872/internationaliseringsplan20172020.pdf> [2.11 2018]

Hellekjær, Glenn Ole. 2005. "The acid test: Does upper secondary EFL instruction effectively prepare Norwegian students for the reading of English textbooks at colleges and universities?" Unpublished doctoral dissertation. The University of Oslo, Norway.

Available:

<https://www.duo.uio.no/bitstream/handle/10852/32286/Hellekjaer.pdf?sequence=1> [5.10.2018]

Hellekjær, Glenn Ole & Marit R. Westergaard. 2003. "An exploratory survey of content learning through English at Nordic universities". In van Leeuwen & Wilkinson (eds.) *Multilingual Approaches in University Education: Challenges and Practices*. The Netherlands: Valkhof Pers.: 65-80.

Hu, Marcella & Paul Nation. 2000. "Unknown vocabulary density and reading comprehension". *Reading in a Foregin Language* 13(1): 403-430.

Available: <http://nflrc.hawaii.edu/rfl/PastIssues/rfl131hsuehchao.pdf> [19.10.2018]

Hultgren, Anna Kristina. 2016. "Domain Loss: The rise and demise of a concept". In Andrew (ed.). *Investigating English in Europe: Contexts and Agendas*. Berlin: Mouton: 153-158.

Pre-print draft available:

[https://www.researchgate.net/publication/308207894\\_Domain\\_Loss\\_The\\_rise\\_and\\_demise\\_of\\_a\\_concept](https://www.researchgate.net/publication/308207894_Domain_Loss_The_rise_and_demise_of_a_concept) [5.10.2018]

IELTS. 2017. "Common European Framework".

Available: <https://www.ielts.org/ielts-for-organisations/common-european-framework> [9.3.2018]

Ingvarsdóttir, Hafðís & Birna Arnbjörnsdóttir. 2010. "Coping with English at Tertiary Level: Instructors Views". (Conference paper from Menntakvika conference 2010) *Ráðstefnurit Netlu – Menntakvika 2010*. Menntavísindasvið Háskóla Íslands (School of Education at the University of Iceland).

Available: <http://netla.hi.is/menntakvika2010/010.pdf> [5.10.2018]

Karlgren, Jussi & Preben Hansen. 2003. "Cross-Language relevance assessment and task context". Paper presented at the Advances in Cross-Language Information Retrieval. Third workshop of the Cross-Language Evaluation Forum, CLEF 2002, Rome, Italy.

Available:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.13.8723&rep=rep1&type=pdf> [5.10.2018]

Klaassen, Renate. 2001. *The International University Curriculum: Challenges in English-Medium Engineering Education*. The Netherlands: Delft University of Technology.

Available: <https://repository.tudelft.nl/islandora/object/uuid:dea78484-b8c2-40d0-9677-6a508878e3d9/?collection=research> [5.10.2018]

Koda, Keiko. 2005. *Insights into Second Language Reading: A Cross-Linguistic Approach*. Cambridge: Cambridge University Press.

Lambert, Wallace E. & Richard G. Tucker. 1972. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley, Massachusetts: Newbury House.

Laurén, Christer, Johan Myking & Heribert Picht. 2002. "Language and domains: a proposal for a domain dynamics taxonomy". *LSP & Professional Communication* 2(2): 23-30.

Available: <https://rauli.cbs.dk/index.php/LSP/article/view/1959/1961> [5.10.2018]

Lehtonen, Tuula, Pearl Lönnfors & Anu Virkkunen-Fullenwider. 2003. "Teaching through English: A university case study". In Van Leeuwen, Charles & Wilkinson, Robert (eds.) *Multilingual Approaches in University Education: Challenges and Practices*. The Netherlands: Valkhof Pers: 103-118.

Marsh, Herbert, Kit-Tai Hau & Chit-Kwong Kong. 2000. "Late immersion and language of instruction in Hong Kong high schools: Achievement growth in language and nonlanguage subjects". *Harvard Educational Review* 70(3): 302-347.

Mežek, Špela. 2013. *Advanced Second-Language Reading and Vocabulary Learning in the Parallel-Language University*. Doctoral Dissertation. Stockholm: University of Stockholm.

Available: <http://su.diva-portal.org/smash/get/diva2:655536/FULLTEXT01.pdf> [5.10.2018]

Nordic Council of Ministers. 2007. *Deklaration om Nordisk språkpolitik 2006 [Declaration on a Nordic Language Policy]*. Copenhagen.

Available: <http://norden.diva-portal.org/smash/get/diva2:700895/FULLTEXT01.pdf> [13.6.2018]

Nordic Council of Ministers. 2018. *More Parallel, Please! Best Practice of Parallel Language Use at Nordic Universities: 11 Recommendations*. Copenhagen: Nordisk Ministerråd. Available: <http://norden.diva-portal.org/smash/get/diva2:1203291/FULLTEXT01.pdf> [11.1.2019]

Official Statistics of Finland (OSF). 2016. "Entrance to education" [e-publication]. Helsinki: Statistics Finland. Available: [http://www.stat.fi/til/khak/2016/khak\\_2016\\_2017-12-13\\_tie\\_001\\_en.html](http://www.stat.fi/til/khak/2016/khak_2016_2017-12-13_tie_001_en.html) [16.1.2018]

Pecorari, Diane, Philip Shaw, Hans Malmström & Aileen Irvine. 2011. "English textbooks in parallel-language tertiary education". *TESOL Quarterly* 45(2): 313-333.

Räsänen, Anne. 2000. *Learning and Teaching through English at the University of Jyväskylä: Project Report from Jyväskylä University Language Centre*. Jyväskylä: Jyväskylän Yliopiston Kielikeskus.

Schmitt, Norbert, Xiangying Jiang & William Grabe. 2011. "The percentage of words known in a text and reading comprehension". *The Modern Language Journal* 95(1): 26-43. Available: [https://www.lexutor.ca/cover/papers/schmitt\\_etal\\_2011.pdf](https://www.lexutor.ca/cover/papers/schmitt_etal_2011.pdf) [14.8.2018]

Shaw, Philip & Alan McMillion. 2008. "Proficiency effects and compensation in advanced second-language reading". *Nordic Journal of English Studies* 7(3): 123-143. Available: [ojs.ub.gu.se/ojs/index.php/njes/article/download/155/153](http://ojs.ub.gu.se/ojs/index.php/njes/article/download/155/153) [5.10.2018]

Språkprogram för Åbo Akademi 2016. 2016. The Board of Åbo Akademi University. Available: [http://www.abo.fi/personal/media/2722/sprakprogram\\_september\\_slutlig.pdf](http://www.abo.fi/personal/media/2722/sprakprogram_september_slutlig.pdf) [5.10.2018]

Swain, Merrill & Sharon Lapkin. 1982. *Evaluating Bilingual Education: A Canadian Case Study*. Clevedon: Multilingual Matters.

Söderlundh, Hedda. 2004. "Lika bra på engelska?: En undersökning av hur studenter i Sverige förstår kurslitteratur på svenska respektive engelska". *Språk och stil: Tidskrift för svensk språkforskning* 14: 137-165.

Taavitsainen, Irma & Päivi Pahta. 2003. "English in Finland: globalisation, language awareness and questions of identity". *English Today: The International Review of the English Language* 19(4): 3-15.

Tella, Seppo, Anne Räsänen & Anne Vähäpassi (eds.). 1999. *Teaching through a Foreign Language: From Tool to Empowering Mediator*. Helsinki: Edita.

Tzoannopoulou, Marina. 2017. "Lecture comprehension in English-medium programs" *Selected Papers of ISTAL* 22: 480-497.  
Available: <http://ejournals.lib.auth.gr/thal/article/view/6011/5765>

Universities Act 558/2009. Finlex.  
Available: <https://www.finlex.fi/fi/laki/kaannokset/2009/en20090558.pdf> [9.3.2018]

Utbildningsstyrelsen. 2015. *Grunderna för gymnasiets läroplan 2015*. Tampere: Juvenes Print, Suomen Yliopistopaino Oy.  
Available:  
[http://www.oph.fi/download/174853\\_grunderna\\_for\\_gymnasiets\\_laroplan\\_2015.pdf](http://www.oph.fi/download/174853_grunderna_for_gymnasiets_laroplan_2015.pdf)  
[9.3.2018]

Van Leeuwen, Charles & Robert Wilkinson (eds.). 2003. *Multilingual Approaches in University Education: Challenges and Practices*. The Netherlands: Valkhof Pers.

Vento, Isak. 2017. *Studentexamen: Vad händer sen? En kartläggning av svenskspråkiga studenters studieväg 2005-2014*. Helsingfors: Svenska Kulturfonden.  
Available: <https://www.kulturfonden.fi/wp-content/uploads/2017/05/rapport-student-web-1.pdf> [5.10.2018]

Wächter, Bernd & Maiworm Friedhelm (eds.). 2014. *English-Taught Programmes in European Higher Education. The State of Play in 2014*. Bonn, Germany: Lemmens.  
Available: [http://www.aca-secretariat.be/fileadmin/aca\\_docs/images/members/ACA-2015\\_English-Taught\\_01.pdf](http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-2015_English-Taught_01.pdf) [5.10.2018]



## Appendix 1: Department questionnaire

Stort tack för att du ställer upp och bidrar till min pro gradu avhandling! Min förhoppning är att jag ska kunna kartlägga i vilken mån engelska används i kandidatstudierna vid Åbo Akademi, och sedan även studerandes uppfattning om hur de klarar det.

Frågorna gäller ämnets kurser på kandidatnivå, men inte de kurser som ingår i de obligatoriska språkstudierna i kandidatexamen.

### Enkät om studielinjens användning av engelska

I a) Vilket ämne svarar du för? --Välj--

I b) Vilken fakultet hör ämnet till? --Välj--

- 2 a) Används kurslitteratur på engelska under kandidatstudierna?
- ☐ Nej  
☐ Ja, i enstaka kurser  
☐ Ja, i flera kurser  
☐ Ja, i de flesta kurser  
☐ Ja, i alla kurser

2 b) Om du svarade "ja" på fråga 2 a):  
Hur stor del av litteraturen är på engelska  
i den kurs där engelska används mest?

Majoriteten av litteraturen  
är på svenska

☐

Majoriteten av litteraturen  
är på engelska

☐

Det är ungefär lika mycket  
på engelska som på svenska

☐

Annat

☐

Annat, vad?

3. Går obligatoriska föreläsningar på engelska?
- ☐ Nej  
☐ Ja, i enstaka kurser  
☐ Ja, i flera kurser  
☐ Ja, i de flesta kurser  
☐ Ja, i alla kurser

- 4 a) Ska de studerande producera material på engelska?
- ☐ Nej  
☐ Ja, i enstaka kurser  
☐ Ja, i flera kurser  
☐ Ja, i de flesta kurser  
☐ Ja, i alla kurser

4 b) Om du svarade "ja" på fråga 4 a), vilken typ av material?

- ☐ Uppsats  
☐ Sammanfattning  
☐ Muntlig presentation  
☐ Annat  
Annat, vad?

5. Ska de studerande samarbeta på engelska?
- ☐ Nej  
☐ Ja, i enstaka kurser  
☐ Ja, i flera kurser  
☐ Ja, i de flesta kurser  
☐ Ja, i alla kurser

6. Ska de studerande använda engelska på något annat sätt under kandidatstudierna?

7. Övriga kommentarer gällande enkäten eller användandet av engelska på ämnet:

## Appendix 2: Student questionnaire

Hej! Vilken roll har engelskan i de olika ämnenas kandidatstudier vid Åbo Akademi? Hur tycker du som studerande att det går att läsa kurslitteratur, lyssna på föreläsningar eller annat som du hittills gjort på engelska? Finns det något man skulle kunna göra för att underlätta övergången från gymnasiestudier till universitetsstudier, med tanke på engelskan? Du är varmt välkommen att bidra till min pro graduavhandling i engelska språket och litteraturen genom att svara på några frågor kring detta! Tack på förhand!

### Enkät om studerandes uppfattning om bruket av engelska i studierna

#### Universitetsstudier

\* 1. Vilket ämne studerar du som huvudämne?

\* 2. Hur många studiepoäng har du hunnit avklara i ditt huvudämne?

☐ 0-20 sp  
☐ 21-40 sp  
☐ 41-60 sp  
☐ Över 60 sp

3. Har någon av kurserna du gått hittills haft något inslag på engelska? Vad i så fall? Välj **alla** alternativ som stämmer in för dig.

- ☐ Nej.  
☐ Ja, en eller flera böcker.  
☐ Ja, en eller flera artiklar.  
☐ Ja, kursmaterial såsom handouts, PowerPointpresentationer  
☐ Ja, jag har skrivit tent(er) på engelska.  
☐ Ja, jag har skrivit uppsats(er) eller andra texter att lämna in.  
☐ Ja, inlärningsdagbok eller loggbok.  
☐ Ja, en eller flera föreläsningar.  
☐ Ja, jag har sett på en eller flera videon/filmer.  
☐ Ja, jag har hållit en eller flera muntliga presentationer.  
☐ Ja, jag har samarbetat med andra på engelska.  
☐ Annat, vad?

Annat, vad?

4. Om du svarade "ja" på fråga 3, skulle du ha kunnat välja att göra det på svenska i stället?

☐ Ja  
☐ Nej  
☐ Jag vet inte  
☐ Vissa saker, men inte alla

Kommentar

5 a) Om du haft kurslitteratur eller -material på engelska, påverkades din inlärnin g på något sätt? Hur i så fall?

☐ Min inlärnin g försvårades. Jag lärde mig mycket mindre än om det varit på svenska.  
☐ Jag skulle ha lärt mig lite mera om det varit på svenska.  
☐ Nej, jag lärde mig lika mycket som om allt varit på svenska.  
☐ Min inlärnin g underlättades. Jag lärde mig mera än om det varit på svenska.  
☐ På annat sätt. Hur?

Hur?

5 b) Blev du tvungen att sätta mera tid på läsandet än om den varit på svenska?

☐ Ja, mycket mera tid.  
☐ Ja, lite mera tid.  
☐ Det tog ungefär lika länge.  
☐ Det gick snabbare än om texten varit på svenska.

6 a) Om du skrivit tenter, uppsatser eller andra texter att lämna in, påverkades kvaliteten på din prestation på något sätt? Hur i så fall?

☐ Jag presterade mycket sämre än om det varit på svenska.  
☐ Jag presterade lite sämre än om det varit på svenska.  
☐ Jag presterade ungefär lika bra som om det varit på svenska.  
☐ Jag presterade bättre än om det varit på svenska  
☐ På annat sätt. Hur?

Hur?

- 6 b) Blev du tvungen att sätta mera tid på skrivandet än du skulle ha gjort om det varit på svenska? ☐ Ja, mycket mera tid.  
☐ Ja, lite mera tid.  
☐ Det tog ungefär lika länge.  
☐ Det gick snabbare än om jag skrivit på svenska.

7. Om du gått på föreläsningar på engelska, påverkades din inläring på något sätt? Hur i så fall? ☐ Jag lärde mig mycket mindre än om det varit på svenska.  
☐ Jag lärde mig lite mindre än om det varit på svenska.  
☐ Jag lärde mig ungefär lika mycket som om det varit på svenska.  
☐ Jag lärde mig mera än om det varit på svenska.  
☐ På annat sätt. Hur?

Hur?

8. Har du varit med om att en kurs gått både på engelska och svenska, så att du till exempel läst kursmaterial på engelska men sedan skrivit tentamen på svenska? Hur har detta i så fall fungerat för dig?

9. Vill du tillägga något om hur dina prestationer och din inläring påverkats av inslag på engelska i studierna?

## Gymnasiets förberedande/Universitetets stödande roll

\* 10 a) På vilka sätt förberedde gymnasieengelskan dig bäst för dina nuvarande studier, med tanke på engelska inslag?

\* 10 b) Kan du tänka dig andra bra sätt som skulle förbereda studenterna för universitetsstudier med engelska inslag? Vilka i så fall?

\* 11 a) Tycker du att universitetet stöder studerande med tanke på engelska inslag i studierna? Hur?

## Hanna Lähdesluoma

\* I | b) Tycker du att universitetets stöd är bra som det är, eller skulle du ändra på något? Hur i så fall?

### Basuppgifter

- \* 12. Vilket är ditt skolutbildningsspråk? ☐ svenska  
☐ finska  
☐ annat

\* 13. När blev du student? --Välj--

Ja Nej

\* 14. Gick du IB-gymnasium? ☐ ☐

\* 15. Vad fick du för vitsord i engelska i studentskrivningarna? --Välj--

- \* 16. Hur intresserad var du av engelska som skolämne under gymnasiet? ☐ Mycket intresserad  
☐ Ganska intresserad  
☐ Neutralt inställd  
☐ Ganska ointresserad  
☐ Mycket ointresserad

- \* 17. Hur lång tid har du tillbringat i streck i ett land där du behövde klara dig på engelska? ☐ Under 2 veckor  
☐ 2-3 veckor  
☐ 1-3 månader  
☐ 4-6 månader  
☐ 7-12 månader  
☐ över 1 år

Övriga kommentarer för att förtydliga dina svar eller allmänt gällande enkäten:

### Skicka

Skicka uppgifterna

## Appendix 3: Comments on questions 5 a), 6 a) and 7 in the student questionnaire

### Kommentarer till fråga 5 a) Om du haft kurslitteratur eller -material på engelska, påverkades din inlärn timer på något sätt? Hur i så fall?

Inlärn timer påverkades negativt:

- Jag uppfattade informationen som mindre konkret och vesentlig. Jag fick det betydligt svårare att hantera det jag lärde mig då jag behövde om och om igen översätta termer och koppla dem akademiska begrepp jag lärde mig till svenska motsvarigheter, eller om jag inte kände till några motsvarigheter så behövde jag nöja mig med de utländska och främmande begreppen.
- Nya ord och uttryck, mycket långsammare att bena sig genom en text man måste översätta flera ord, inget "flow" i läsningen
- Facktermerna är svårare på engelska än svenska
- Det går långsammare för mig att ta in skriven engelsk text än på mitt eget modersmål
- Att kursmaterialet är på engelska saktar ner arbetet och gör att jag får söka upp fler ords betydelse. En del av betydelsen går även förlorad.
- Det tar mer tid att läsa/skriva på engelska. Jag behöver också mer tid att formulera mig både i tal och i skrift, och då jag läser behöver jag ibland slå upp ord. Därför upplever jag att jag hinner förstå mer på svenska kurser än de som går på engelska.
- Det gick långsammare att läsa. Vissa ord och uttryck gick förbi eftersom jag inte kunde dem på engelska. Vissa uttryck kan jag som följd av att ha läst materialet på engelska nu bara på engelska och vet inte vad de svenska motsvarigheterna är.
- på grund av att fokus då varit på att översätta eller hitta en korrekt översättning på ett ord. Innehållet fastnade därför inte lika bra som när jag läser på svenska.

Inlärn timer påverkades positivt eller inte alls:

- talar engelska flytande och förstår det lika bra som modersmålet.
- Jag har utmärkta kunskaper i engelska, så inlärn timer mässigt är det inte nämnvärt stor skillnad ifall kursen går på engelska eller svenska.
- Jag klarar på ett flytande sätt att prata, läsa och skriva på engelska. Det är ungefär 20% svårare att skriva och läsa än på mitt modersmål, om svårighetsgraden är hög. Presentationer och diskussioner på engelska var inget problem.
- När jag läser på annat språk än svenska så måste jag "tänka tydligare" när jag ska sammanfatta till svenska vad jag har läst. Detta är för mig positivt.
- [Den svarandes studieämne] använder mycket engelska fackord, som ibland i svensk kurslitteratur översätts till svenska för att det skall vara akademiskt korrekt (antar jag). [Den svarande gav exempel på sådana fackord]
- Engelska begrepp är essentiella inom [den svarandes studieämnes] värld. Utan de skulle jag ha svårt på arbetsmarknaden.
- Känner att min engelska är tillräckligt stark just för mina studier, men måste koncentrera mig bara mera.
- Det är lättare att relatera de engelska uttrycken och liknande med olika

- situationer än att få grundinformationen på svenska för att sedan ändå översätta allting till engelska.
- Jag får mer information om jag läser kurslitteratur på engelska eftersom samma litteratur oftast inte finns på svenska. Så min inlärn timer blir med andra ord bredare.
  - Till en början är det lite svårare att delta i engelska föreläsningar, ta del av engelsk litteratur etc. men man lär sig snabbt och i dagens samhälle tycker jag att det är helt på sin plats att man lär sig termer och dylikt på engelska. Men som sagt man lär sig snabbt i början av studierna gick allt på svenska och så småningom blev andelen engelska kurser fler och fler.
  - För att klara av att skriva diplomarbetet på engelska var det mycket viktigt att en del av undervisningen speciellt i slutskedet gick på engelska.

**6 a) Om du skrivit tenter, uppsatser eller andra texter att lämna in, påverkades kvaliteten på din prestation på något sätt? Hur i så fall?**

- Jag behövde ägna mycket mer fokus på att använda rätt grammatik och struktur. Fokuset som jag lade på språket kunde jag annars ha använt på innehållet.
- Jag kan inte skriva med samma exakthet på engelska som på svenska. Därför kanske mina argument framstår som otydliga eller språket överlag som delvis avvikande från den stil som en vetenskaplig text förväntas ha. Det är ändå ingenting som stör mig nämnvärt, utan jag ser det som övning. Däremot presterar jag alltid bättre på mitt modersmål.
- Ord och uttryck som jag kan på svenska men som jag inte kan på engelska gjorde att jag inte kunde skriva på ett lika flytande sätt som på engelska. Det gjorde också att jag inte kunde förklara saker som jag ville. Det tar också extra mycket energi att först komma på rätt svar på frågorna/uppgifterna och sedan översätta dem till ett annat språk.
- Särskilt i de muntliga presentationerna.
- förutom inom akademien har jag även tidigare uttryckt mig mycket genom skriftlig engelska
- Svårt att säga egentligen, men för mig blir varje text jag skriver på engelska bättre än den förra. Bara jag vänjer mig vid språket blir även texten småningom lika bra som på svenska.
- När man har läst kursmaterialet eller haft kursen på engelska så blir det automatiskt lättare att använda sig av ett språk.
- Min text blev eventuellt längre eftersom jag inte har lika stor vokabulär på engelska som på svenska. Men jag presterade ändå lika bra som om jag skulle ha skrivit på svenska.
- Jag tror inte att jag presterat sämre på grund av att jag blev tvungen att skriva på engelska, men kanske det tog tidsmässigt lite längre att slutföra inlämningsarbetet/tenten än om arbetet skulle ha kunnat lämnas in på svenska. Även med utmärkta kunskaper i engelska har jag märkt att det tar aningen längre tid för mig att producera engelsk text som jag är nöjd med, än texter på svenska.
- Som sagt, i början var det svårt men efter lite träning blev det nästan lika lätt som på svenska!

**7. Om du gått på föreläsningar på engelska, påverkades din inläring på något sätt? Hur i så fall?**

- Språket som användes förde fram informationen på ett sätt som får mig att behöva fokusera lika mycket på vad alla orden som används betyder, inte bara de för ämnet viktiga. Detta gjorde så att jag absorberade mindre av de ämneskunskaper jag behövde.
- Ord, uttryck och begrepp som jag inte kunde på engelska gick förbi. Eller så har jag inte vetat vad deras motsvarighet är på svenska.
- Alla ord är inte bekanta vilket tid att förståelsen för ämnet lider.
- Föreläsaren hade inte engelska som modersmål så det flöt på lite trögt.
- För att största delen av ämnen som är intressanta finns endast på engelska, det finns inte uppdaterade översättningar av motsvarande kursmaterial.
- Att lyssna på engelska går bra. Grupparbeten och -diskussioner, särskilt om flera är lite osäkra på språket eller inte kan riktigt alla termer som skulle behövas, kan däremot bli mer ytliga än på kurser där alla talar svenska (på modersmålsnivå).
- Eftersom det var fråga om en kurs i engelska så påverkades min inläring endast positivt eftersom syftet ju var att lära sig bättre engelska. Så denna kurs hade inget med svenska att göra.
- Upplever att jag förstår engelska tillräckligt bra.

## Appendix 4: Comments on question 9 in the student questionnaire

### 9. Vill du tillägga något om hur dina prestationer och din inläring påverkats av inslag på engelska i studierna?

Jag kan ibland bli distraherad av irritation eller ilska när jag under en föreläsning eller en bok utsätts för engelska. Det känns stötande för mig som svensktalare att jag gång på gång förväntas förstå engelska eller behöver uppleva att samhället tycker att jag inte är kompetent nog om jag inte tar in information på engelska. Det gör mig oroad över svenskans position som ett akademiskt språk.

Jag är lika bra på svenska och engelska och tycker inte att det stör min undervisning att den går på båda språken. Men det irriterar mig att det nästan aldrig finns böcker på svenska, utan allt går verkligen på engelska. Om jag skulle vilja studera [den svarandes studieämne] på engelska skulle jag ha gjort det någon annanstans... Tycker att man borde kunna förvänta sig att vi lär oss på det språket vi ska arbeta. Dessutom fanns det ingen som sa att man måste vara jättebra på engelska förrän man började här, så jag tror för många att det varit en chock.

Bra att få öva engelska men jag var verkligen inte förberedd på att det skulle vara så här mycket på engelska. Det tar onödig energi.

Det går nog bra att ha inslag av engelska i undervisningen, men när man inte själv använder den så ofta i t.ex. text eller att läsa så tar allt mycket längre tid när man väl måste använda den.

Skulle jag inte bemästra engelska på en hög nivå skulle det ha försvårat inläringen helt märkbart. Det är tur att jag kontinuerligt utsätts för engelska, för den nivå min engelska var på i Gymnasiet var inte tillräcklig för att kunna studera smärtfritt här på universitetet.

Jag upplever själv att jag har en stark svenska och jag klarar mig generellt mycket bra i studierna. I de kurser som jag går på engelska brukar jag få ungefär 1 vitsord lägre än i de kurser jag går på svenska. Jag tycker själv att jag förstår det jag hör och läser, men läsandet tar längre än på svenska och textproduktionen är också mer arbetsdryg.

Det har varit bra för min språkutveckling men kanske hämmat inläringen av själva ämnet i kursen.

I flera fall finns material endast tillgängligt på engelska (tex litteratur för specialkurser eller kandidatexamen), vanligen är det inte ett problem men om jag är tvungen att tex översätta facktermer för att skriva texter på svenska får jag improvisera eller försöka googla fram dessa termer på svenska. Detta tar tid.

det påverkar egentligen mig inte alls.

Det är allmänt lättare att hitta information på engelska, så då är det smidigare att genast lära sig på engelska. Annars tycker jag inte att det är någon skillnad om undervisningen är på svenska eller engelska.



Det är mycket bättre för att kvaliteten och mångfalden av litteraturen är mycket bredare. Internationella karriärer är även mer troliga.

Jag vill påstå att min inlärnin g förbättras av att jag måste läsa kurslitteratur på andra språk än mitt modersmål.-

För min del är det enklare att uppnå en liknande prestationsnivå på engelska som på svenska. Det är betydligt svårare att uppnå samma resultat med finska texter som för mej personligen tar mycket mera tid i anspråk.

Eftersom engelskan är ganska vanlig inom [den svarandes studieämne], kommer jag inte på något särskilt att tillägga. Jag har tagit det som en självklarhet att man inte kommer undan engelskan i universitet.

I början var det lite tungt med engelska kurser men kursinnehåll på engelska och engelska kurser ökade stegvis så jag ser det enbart som en positiv sak- åtminstone inom [den svarandes studieämne] är det nog bra att även behärska det man studerat på engelska eftersom så gott som all litteratur och forskning är på engelska. Man lär sig snabbt!

## Appendix 5: Comments on questions 10 a) and b) in the student questionnaire

### 10 a) På vilka sätt förberedde gymnasieengelskan dig bäst för dina nuvarande studier, med tanke på engelska inslag?

Skrivning och läsning:

- Genom att vi måste läsa en bok på engelska och sedan skriva referatet på engelska.
- Genom att vi skrev uppsatser, kanske?
- Uppsatsskrivning och läsning av böcker och texter. Skulle ha fått vara mer av detta till förmån för ordinläring/grammatik
- Att läsa längre texter och vanliga tidningsartiklar på engelska så att man lite är van att läsa mer avancerad engelska.
- Läsande av artiklar och böcker på engelska under gymnasiestudierna fungerade bra som förberedelse.

Ordförråd och grammatik:

- gymnasieengelskan finslipade mina grammatiska kunskaper och har nog underlättat den engelska aspekten inom universitetsstudierna
- Förberedde mig helt okej, gav ganska bra grund i grammatik.
- Det förberedde mig mycket bra, speciellt gällande ordförrådet och grammatik.
- Vi byggde också hela tiden på vår vokabulär, vilket var bra.
- Gymnasieengelskan lärde mig grammatiken och orden som behövs.
- Kan inte direkt komma på något speciellt som gymnasieengelskan förberedde mig till unistudier, men gymnasieengelskan gav ett gott ordförråd, som nog har hjälpt till.
- Med ordförråd och grammatik.
- Det var ett tag sedan jag gick gymnasiet, men jag kände mig väl förberedd på studier med engelska inslag. Jag lärde mig prata engelska flytande främst genom tv och film men gymnasielektionerna gav mig grammatiken och ett bredare ordförråd.

Muntliga färdigheter:

- Jag blev mera bekväm med att prata på engelska.
- Att hålla presentation på engelska. Trots att man förstår det skrivna ordet och kan producera hygglig text är den muntliga delen ofta bristfällig. Man har alla verktyg som behövs, men då man knappt använder det muntliga här i Finland är det bra övning att presentera inför människor som sitter i samma sits.

En god grund:

- På alla sätt, jag har inte haft några problem med engelskan i mina universitetsstudier.
- Gymnasiets engelskaundervisning ger en grund för engelska överlag. Däremot är det irrelevant för att förstå mitt huvudämnes terminologi.
- Jag tycker inte att mina engelskakunskaper förbättrats märkbart efter gymnasiet, som mestadels gick ut på att gå djupare in på vad vi redan förväntades kunna.
- Lärde mig engelska
- Min lärare i engelska var kanon! Tack vare hans engelskatimmar kunde jag lätt

övergå till att läsa engelska akademiska texter.

- Grundkunskap.
- Genom att ge mig en bra grund.
- Den engelska grunden som jag fick från gymnasieengelskan är nog avgörande för min förståelse av studierna på engelska idag. Men gymnasieengelskan ger en inte de ämnesspecifika ord och begrepp som krävs. Den akademiska engelskan som ofta förekommer i litteraturen är också mycket mer avancerad än gymnasieengelskan.
- Den gav mig en god grund.
- Gymnasieengelskan fungerade som en bra grund för den engelska jag mött under mina studier.

Lärt sig engelska på annat håll:

- Ingen större påverkan eftersom engelska finns så pass mycket runt om en att man "tvingas" lära sig engelska
- Inget som jag märker av eftersom jag anser att mina engelskakunskaper till stor del har kommit av att jag läser och lyssnar mycket på engelska på fritiden. Under gymnasiet läste jag mera på engelska än tidigare, så min läsförståelse är hög. Facktermerna inom det ämne jag studerar förekom nästan inte alls under gymnasieengelskan.
- Gymnasieengelskan var nog ingenting som förberedde mig, själv var jag ett år i Storbritannien före jag kom till ÅA.
- Det var nog mitt eget intresse av engelskan och intag av engelsk litteratur som förberedde mig bäst för mina nuvarande studier. Jag har inte haft samma intresse av finskan som engelskan, och gymnasietts finskaundervisning är inte tillräcklig för att man ska kunna börja läsa tentmaterial på finska då man kommer till universitet. Till en viss grad gäller samma med engelskan, den ger en acceptabel grammatisk grund och helt ok ordförråd, men att sedan börja inhämta information på engelska och lära sig av den på ett sätt som krävs i universitetsstudier är de till viss del undermåliga.
- Gymnasieengelskan förberedde nog inte enligt min åsikt för universitetsstudier. Dock har jag aldrig haft problem med engelskan men kan bra föreställa mig att det orsakat problem för andra som inte behärskar språket lika bra.
- Lärde mig grunderna, engelskan har jag nog ändå lärt mig via tv, sociala medier mm.
- Det var ett tag sedan jag gick gymnasiet, men jag kände mig väl förberedd på studier med engelska inslag. Jag lärde mig prata engelska flytande främst genom tv och film men gymnasielektionerna gav mig grammatiken och ett bredare ordförråd.

Övriga kommentarer:

- Svårt att säga då jag tog studenten nästan femton år sedan. Personligen hade jag dock inte kunnat läsa och förstå lika bra på engelska då som nu, men när jag tog studenten så var inte internet lika stort som idag och det fanns inget socialt media. Tror att studenterna idag har en klart större engelsk vardag än den jag hade år 2002, för det har jag själv idag.
- Genom utbyteselever som man kommunicerade på engelska med, bra engelskalärare
- Inte tillräckligt. Det var även missledande att det sades att utbildningen är på svenska men redan första året förväntades man skriva tenter och hålla

- presentationer på engelska, det måste kommuniceras ut!!!!
- Inte så bra, gymnasieengelskan fokuserade mera på vardagliga situationer och [den svarandes studieämnes] begrepp är ganska ovana för mig
  - Har inte påverkat mina studier nämnvärt.
  - Kanske genom alla artiklar och diskussioner vi hade. Grammatiken känns nu efteråt onödig, eller snarare den stora mängd tid som användes till grammatiken.
  - Inte på något märkvärdigt sätt eftersom mina studier på universitetet mestadels har gått på svenska.
  - Anser att den inte förberedde mig så mycket. Läste lite längre texter i gymnasiet.
  - Svårt att minnas, svårt att säga. Prepp för studentexamen? Jag kan inte påstå att språkundervisningen i Finland är av världsklass, så studentpreppen var kanske den bästa förberedelse som erbjöds.

**10 b) Kan du tänka dig andra bra sätt som skulle förbereda studenterna för universitetsstudier med engelska inslag? Vilka i så fall?**

**Skrivande:**

- Många långa uppsatser.
- Att skriva korta essäer nu som då skulle nog också underlätta.
- Mera diskussioner och uppsatser på engelska. Högre nivå för de som redan kan.
- Brevväxling med engelskspråkiga, antingen analogt eller via nätet. Hade, och har fortfarande, flera kontakter på nätet som hjälpte mej att få ett flyt i hur man formulerar engelska i kontexten av en konversation. Fick flera kommentarer i början att min engelska liknade något från 1800-talet med stela, formella formuleringar som tar sig bra ut i vetenskapliga texter, men som är malplacerade i ett samtal mellan två likställda individer. Den mera avslappnade engelskan som jag har gradvis adapterat genom regelbunden kontakt med jämnåriga engelskspråkiga har hjälpt mej att ge service åt engelskspråkiga kunder i min vardag idag.

**Läsande:**

- Läs andra texter än de anpassade texterna i läromedlen, alltså "riktiga" texter.
- Läs böcker på engelska
- All typ av läsning på engelska, och främst sådant som eleven själv är intresserad av.
- öva att läsa facklitteratur på engelska och skriva vetenskapligt
- Möjligen att de skulle få läsa mera artiklar på engelska under gymnasietiden
- ...och att vi hade bekantat oss med vetenskapliga texter på engelska. Det är skillnad på att läsa pedagogiska texter i engelskaboken och att hänga med i engelskspråkiga artiklar med komplext innehåll och mer torftigt språk.
- Bara läs, man lär sig med tiden.

**Aktivera sig själv:**

- Åka på utbyte eller jobba utomlands.
- Det gäller att själv aktivera sig med sitt intag av engelska, exempelvis engelsk litteratur, eller i viss mån också engelsk underhållning. Dock är litteraturen kanske viktigare med tanke på universitetsstudier.
- Att höra engelska dagligen (t.ex. genom serier och filmer)
- överlag en god engelskakunskap, som man kan få med att titta på engelskspråkig tv och film till exempel.

- Se serier och filmer med engelska-undertexter, läs böcker på engelska.
- Läs populärvetenskapliga artiklar på engelska inom ditt ämne.

Fokus på det muntliga:

- Det är svårt att anpassa engelskastudierna i gymnasiet så att de skulle passa alla då folk är på så olika nivå beroende på hur mycket man är i kontakt med engelska i vardagen, men kanske mer små diskussioner i par eller små grupper så man lär sig att använda språket så man blir förstådd och att man förstår andra.
- Mer fokus på muntliga prestationer och att kunna formulera sig muntligt. Finländska studenter är jättebra på att skriva engelska, men många vågar inte prata det.
- Fler muntliga presentationer på engelska...
- Ifall man inte har en stark engelska är kanske kurser där diskussion på engelska skulle vara i en central roll något som skulle hjälpa. Speciellt i kurser där presentationer och diskussioner hålls på engelska.

Introducera akademiska element:

- Kanske frivilliga vetenskapliga artiklar att läsa i andra ämnen, som historia, biologi, fysik ...
- Kanske skulle man kunna öva på att läsa vetenskapliga artiklar redan i gymnasiet. Om man t.ex. vet att man vill studera biologi, så skulle valfria kurser i biologi kunna inkludera övning i att läsa vetenskaplig text på engelska. Måhända att det är svårt att förverkliga i dagens läge, med det skulle kunna ge en liten inblick i hur vetenskaplig text ser ut.
- Kanske ämnesengelska, om studenten vet att hen vill studera t.ex. konstvetenskap, så kunde det finnas verktyg att läsa in sig på det på engelska
- Kanske mera engelska inslag i de andra ämnen i gymnasiet. T.ex. läsa texter på engelska i psykan etc.
- Kanske ta med engelska i andra ämnen än just engelska för att på riktigt använda språket.
- Mer gruppdiskussioner och hållande av föredrag på engelska
- Föreläsningar på engelska i gymnasiet.
- Kanske någon kurs med ämnesspecifik engelska
- Ta in innehåll på engelska stegvis. Till en början någon artikel, något kapitel, sedan hand-outs, böcker och till slut hela kurser på engelska!
- svårt eftersom individer studerar så olika saker när de går vidare till universitet och gymnasiet kanske inte kan förbereda alla lika bra.
- Mera fokus på akademisk engelska.
- Det är ganska vanligt att man kan prata engelska och skriva, men det är nog fokuseringen på akademisk-nivå som bör påpekas.
- Kanske i ett tidigt skede introducera akademisk litteratur.
- Se på (t.ex.vetenskapliga) dokumentärer!

Informera bättre:

- Kommunicera hur mycket som går på engelska.
- Berätta åt studerande som söker in till [svarandes studieämne] att majoriteten av litteraturen är på engelska, så att man är förberedd redan innan man söker in till linjen.

Övriga kommentarer:

- Det behöver ske ett paradigmskifte inom gymnasiekulturen. Jag hatade gymnasiets ämnesundervisning i "läsämnen". Det kändes som att vi var 150 år tillbaka i tiden vid [den svarandes gymnasium], och detta resulterade i att jag inte deltog mycket i undervisningen eller såg någon vits med att göra läxor/hemuppgifter. Mera levande undervisning, som faktiskt berör elever och ger glädje i att lära. Gå på teater på engelska och diskutera det sedan. Bara ett förslag.
- Nej, alla torde ha en tillräckligt nivå efter gymnasiet. Annars tycker jag faktiskt att man inte har på universitetet att göra.
- Mer interaktiv övning och övningar som får en att känna att man faktiskt har praktisk nytta av sina studier, tex besöka ställen där man får/måste använda språket på riktigt eller träffa människor som man måste använda språket med för att kunna kommunicera med dem, oberoende om dessa talar språket som modersmål eller andraspråk. Typ språkcafé, träff med andra skolor, träff med invandrare, språkresa osv.
- Att använda engelska i konkreta situationer. Att i skriftliga uppgifter inte använda sig av förkortningar, t.ex. it is istället för it's.
- kultur i alla former på engelska.

## Appendix 6: Comments on questions 11 a) and b) in the student questionnaire

### 11 a) Tycker du att universitetet stöder studerande med tanke på engelska inslag i studierna? Hur?

Den obligatoriska kursen i akademisk engelska:

- den obligatoriska engelskakursen är ju givetvis ett stöd och hjälpemedel, men klarar man sig inte genom den verkar det heller inte finnas något annat stöd inom ÅA.
- [Hänvisar till den obligatoriska kursen i akademisk engelska]. Jag anser att man till och med skulle kunna ha två sådana kurser, men det är nog också bra i nuläget.
- Inte tillräckligt. Endast en kurs i engelska räcker inte för studerande med svagare kunskap i engelska.
- Nej, endast en kurs i engelska. Många begrepp [som är relaterade till den svarandes studieämne] behandlas inte under denna kurs, alltså måste man själva ta reda på och försöka översätta vissa svårtydda termer.
- Delvis genom den obligatoriska engelska kursen och genom tillgängliga ordböcker via universitetsbiblioteket. I övrigt nej.
- En fjuttig kurs är inte så mycket att hänga i granen. Kunde säkert vara bra med kurser inriktade på att faktiskt skriva akademiska texter på engelska med tanke på framtida forskning.
- I studieplanen finns det en obligatorisk engelska kurs, så ja.
- Det finns ju en obligatorisk engelskakurs som alla måste antingen gå eller tenta bort, och det tycker jag nog är ett måste att det finns. Men annars är stödet från universitetet med tanke på engelsk undervisning inte så stort, jag har inte den uppfattningen att man får någon förberedelse eller något stöd ifall man inte är så slängd på engelska.
- Ganska lite faktiskt, de med svag engelska har bara engelskakursen att tyda sig till, men den verka ganska krävande redan.
- Nja, man har ju en engelskakurs, så den, men annars inte

Stöd som lärare gett i enskilda kurser

- I kurser där vi haft engelska artiklar har lärarna åtminstone gett en kort sammanfattning och översikt av artikeln på svenska
- Svårt att säga, jag har själv inte haft problem med engelskan i studierna, men till exempel i en kurs fanns kurskompendiet både på svenska och på engelska vilket säker underlättade för vissa. Några kurser har haft ordlistor med speciella uttryck för ämnet. Annat kommer jag inte på.
- Ja, eftersom ofta kan föreläsarna efter lektionen förklara på svenska om det var något man inte förstod under lektionen
- Jo, lärarna brukar vara hjälpsamma när man frågar.
- Jo, det finns alltid hjälp till handa
- På åtminstone en kurs har vi blivit uppmuntrade av läraren att våga prata och skriva fastän det blir lite fel emellanåt. Att skapa en sådan stödjande miljö tror jag att är viktigt. För övrigt har jag inte upplevt något särskilt stöd. Kanske den obligatoriska engelskakursen ger en viss användbara kunskaper? Jag har dock inte gått den kursen i början av studierna utan först senare. Det kändes som att

man förväntas kunna läsa och producera text på engelska direkt då man började studera.

#### Studerandes eget ansvar

- Inte vad jag vet. Alla förväntas nog kunna förstå det material vi får, oberoende språk.
- Universitetet stöder egentligen inte de studerande i engelska. Också de obligatoriska engelskastierna baserar sig på det faktum att de studeranden redan är bra på språket. Det ses som en naturlig del av studierna som du bara måste klara av.
- Man utgår från att alla kan tillräckligt bra engelska för att kunna läsa också ganska avancerade artiklar och böcker på engelska.
- Endast genom språkstudierna. Det blir studentens egna ansvar att ha tillräckliga kunskaper att klara de delar av studierna som går på engelska.
- Universitetet förutsätter engelska kunskaperna, stödet kunde vara mer för de som har en svagare engelska

#### Övriga kommentarer:

- Jag tycker att den engelska som finns i universitetstudier utanför ämnen som är direkt kopplat till engelska skadar och försvårar chansen som studerande har att lära sig från sina studier.
- Jag vet inte, eftersom jag aldrig själv haft problem med språket.
- Inte speciellt mycket.
- nej
- Kan inte svara på frågan då jag inte behövt stöd.
- Nej. De borde göra det men ändå insisterar att skriva uppsatser/kandidatavhandlingar på svenska, även när det skulle vara bättre för skribenten och ämnet att hålla sig till engelska.
- Det finns bra ordböcker till hands, texter på engelska förekommer redan från början av studierna så man får inte en chock då nästa kurs ges på engelska och man sitter på seminarierna tillsammans med utbytesstuderande.
- Jag tycker det kunde finnas flera engelska kurser
- Nej men jag tror att de flesta har en så god grund från gymnasiet att det inte behövs.
- Nja, det finns språkkurser man kan ta men i övrigt inte så mycket? Men jag har heller inte behövt stöd och därmed inte sökt det.

#### **11 b) Tycker du att universitetets stöd är bra som det är, eller skulle du ändra på något? Hur i så fall?**

Sådant som föreläsare kan göra:

- Eventuellt kunde föreläsarna bidra med någon slags engelsk-svensk ordlista till de vanligaste termerna som kommer att behandlas under kursen.
- Det funkar väl bra tror jag. Det är nu mer enskilda lärare som bestämmer hur de vill stödja engelskan.
- Det är nog bra. På [den svarandes studieämne] är professorerna flexibla och man får ofta annan litteratur om man inte klarar av engelskan. De mesta av litteraturen är dock på engelska.
- Fokus på att ge rätt begrepp så att kunskapen om dem inte blir så bristfällig då



- många av kurserna baseras på engelskspråkig litteratur.
- Jag anser att man tidigt i studierna ( första året) borde jobba aktivt med att introducera studeranden till engelska, finska, norska och eventuellt danska texter. Det finns så mycket forskning som berör vårt land som inte skrivits på svenska och då är det inte lättillgängligt ifall svenska är det enda arbetsspråk som är bekant för studerande. Detta är ett praktiskt exempel som jag själv upplever bland mina medstuderande.
  - Gärna mer. T.ex. med att förklara svåra begrepp, korta sammanfattningar av de mest relevanta punkterna på svenska samt ordlistor.
  - Kanske ge bättre information att man också kan göra uppgifter och/eller tenter på svenska. Ordlistor med begrepp på svenska och engelska kunde vara en bra sak. Vissa kurser har det men inte alla, eller så är det svårt att hitta dem. De kunde till exempel sättas upp på Moodlesidan för kursen.
  - Kanske borde det redan tidigare (på gymnasiet) föras fram åt elever att mycket litteratur är och en del kurser går på engelska vid universitetet. Något slags gemensam kurs eller någon workshop med tips för hur man läser och arbetar på främmande språk hade kunnat vara nyttigt det första året. Kanske kunde varje ämne också sammanställa något slags guide eller tipsa om ordlistor och författare som skriver bra, som man sedan kunde använda som modell i sitt eget arbete.

#### Informera bättre:

- Universitetets fakulteter borde åtminstone informera tydligt sina sökande hur de kommer förväntas prestera på engelska inom sitt ämne. Senast när man börjar gymnasiet borde man vara medveten om att det finns linjer vid ÅA där man förväntas läsa all litteratur på engelska.
- Ingen har någonsin informerat mig om att det skulle finnas stöd för de som har problem med engelskan så de inte klarar av att gå kurser på engelska. Det kan ju finnas, men jag är inte medveten om det. OM det finns, borde det synliggöras mera. Om det INTE finns borde det verkligen införskaffas.
- Kunde säkert förbättras. Bättre synliggöra de kurser i engelska som.
- Kanske ge bättre information att man också kan göra uppgifter och/eller tenter på svenska. Ordlistor med begrepp på svenska och engelska kunde vara en bra sak. Vissa kurser har det men inte alla, eller så är det svårt att hitta dem. De kunde till exempel sättas upp på Moodlesidan för kursen.
- Kanske borde det redan tidigare (på gymnasiet) föras fram åt elever att mycket litteratur är och en del kurser går på engelska vid universitetet. Något slags gemensam kurs eller någon workshop med tips för hur man läser och arbetar på främmande språk hade kunnat vara nyttigt det första året. Kanske kunde varje ämne också sammanställa något slags guide eller tipsa om ordlistor och författare som skriver bra, som man sedan kunde använda som modell i sitt eget arbete.

#### Flera kurser:

- Mera kurser
- Hmm, kanske mera frivilliga engelskakurser för den som vill?
- Skulle vilja att det erbjöds mer stöd i undervisningen
- uni skulle kunna erbjuda engelska stödkurs ifall någon behöver
- De borde kanske erbjuda engelska konversations lektioner eller skrivkurser i engelska.

- Kanske borde det redan tidigare (på gymnasiet) föras fram åt elever att mycket litteratur är och en del kurser går på engelska vid universitetet. Något slags gemensam kurs eller någon workshop med tips för hur man läser och arbetar på främmande språk hade kunnat vara nyttigt det första året. Kanske kunde varje ämne också sammanställa något slags guide eller tipsa om ordlistor och författare som skriver bra, som man sedan kunde använda som modell i sitt eget arbete.

Bra som det är:

- Det är tillräckligt. Om en universitetsstuderande inte klarar av att läsa material på engelska bör denna satsa på engelskan, och om det inte lyckas bör den inte studera på ett modernt universitet. I alla fall i normalfall.
- Jag personligen behöver inte mer stöd.
- Stödet är bra
- Jag tycker det fungerar bra så här.
- Då jag inte behöver så mycket stöd på just den här fronten tycker jag att den nuvarande situationen är bra.
- Tycker det är bra
- Bra som det är
- Personligen behöver jag inte mer stöd och har inte diskuterat saken sådana som ser det som ett problem.
- Det är bra som det är
- Stöder är tillräckligt bra

Övriga kommentarer:

- Jag skulle minska all närvaro av engelska som finns inom universitetstudier och se till att de alltid var frivilliga med alternativ att studera på svenska.
- Ifall någons inlärnin g fallerar på att hen inte kan engelska tillräckligt bra, så är det något som är fel. Språk ska inte behöva vara ett hinder.
- för mig fungerar stödet utmärkt men svårt att göra det bättre. har man svårt för engelskan finns det nog tyvärr inga andra möjligheter än att själv studera språket.
- Jag tycker nog att möjligheten att avlägga engelska med ett ersättande prov borde slopas eller alternativt borde provet göras mycket svårare.
- Mer frivillighet, mer förståelse för dem som inte kan engelska
- man borde kanske kolla mer med studerande som har svårt med engelskan om de kunde få extra stöd
- Mer svenskspråkig litteratur, men eftersom detta antagligen inte går att ändra på utan att kvalitén lider måste man hålla sig till engelskspråkiga böcker.
- Valmöjligheten vid tillfällen när kurslitteraturen är på engelska, borde även studenten få välja att skriva tenten/upsatsen på engelska.
- Man kunde eventuellt erbjuda stödfunktioner i att läsa och förstå engelsk facklitteratur. Just nu är det learning by doing som gäller.
- Den obligatoriska kursen i engelska skulle kunna vara en intensivkurs istället för en kurs som går över två perioder.